

Different Kinds of Families

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

HR.2.CC.1 – Identify different kinds of family structures.

HR.2.IC.1 – Demonstrate ways to show respect for different types of families.

TARGET GRADE: Kindergarten
Lesson 1

TIME: 40 Minutes

MATERIALS NEEDED:

- *The Family Book* by Todd Parr
- Homework: “My Family” – one per student, **assigned as homework prior to this lesson.**
- *Optional:* Cut up strips: “Showing Respect for Families”
- Homework: “My Family Portrait” – one per student
- Crayons and other drawing materials for each student, for homework activity

ADVANCE PREPARATION FOR LESSON:

It is important for the teacher to read *The Family Book* by Todd Parr before the class. It would also be helpful to be aware, to the extent possible, of the different family configurations that may be represented in the classroom so that different family structures are discussed. These may include adopted families, extended family (cousins, grandparents, aunts and uncles, etc.), foster families, one parent families, blended families (two adults, each with their own children who come together to form a new family), two separate families sharing custody of a child, families with same gender parents, interracial families and others. It is important to be prepared to discuss these different family configurations with children.

The homework assignment should be given out in advance of this lesson so that children have time to think about their families ahead of time and be better prepared to discuss them with the class during the lesson. If the teacher does not know students family structures well, they can collect these a day or two before the lesson and review them to get some sense of the different families that are represented in the room.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name, as a group, at least three different types of family structures. [Knowledge]
2. Identify a way they can show respect for different types of families. [Knowledge]

PROCEDURE:

STEP 1: Explain to students that today’s topic is family. Ask if anyone can explain what a family is and why we need families. (Some sample definitions are: People who live together and take care of each other, or people who love each other and take care of each other, or people going through life and taking care of each other. Families are often made up of adults and the children they care for.) After a brief discussion, introduce the book by saying, “This book is about families and ways that families are alike and different. As you listen, see if there are things that describe your family. (3 minutes)

STEP 2: Read *The Family Book* aloud to the class. You may wish to stop at different pages and ask:

- Does this remind any of you of your own family or a family that you know?

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After finishing the book, lead a discussion about families by asking:

Who can remember one type of family that we just learned about from the book?

Note to the Teacher: *Family structures described in the book include family size, color, families who live together or apart or live in their own house or a shared house, looking alike or different from one another, step parents and step siblings, families with adopted children, same gender parents, single parent families, different food preferences, quiet and noisy families, clean and messy families. If students cannot remember some of these ask prompting questions such as: “Do all families have two parents?” “Do all families have two parents living at home?” “Does everyone have a mother and a father in their family?” etc.*

- Are there ways that families can be that are not in the book? Who can think of other ways families might be the same or different from other families? (There are endless possible answers to this question. Some may include: parents have different jobs, some families may have only girl children, some only boy children or no children, some families may have different last names; some families may include divorced parents; some children may live in two different houses with different parents or with grandparents; families have people with different physical abilities)
- What is important in all families? (Possible answers: Families love each other; families take care of each other; families celebrate special events together.) (15 minutes)

STEP 3: Ask students: “Who would like to tell us about who is in their family?” Have students take out the homework assignments they completed to help them to describe their families. Tell them they don’t have to use only the information on their sheet when describing their families. Ask for volunteers. If a student gets stuck prompt by asking some questions such as: “How many people are in your family?” “Do all of the people in your family have the same last name?” “What kind of food does your family like to eat?” “What does your family like to do together?” After students have the opportunity to describe their families, say: “We heard a lot of ways that families in our class are the same and a lot of ways that our families are different.” Ask:

- If someone’s family is very different from yours is that okay? (Yes)
- What if your friend’s family likes to eat food that is different from your family. Is that okay? (Yes)
- Is it okay if some families have a lot of children and some have a few? (Yes)
- Is it okay if some children have a mother and a father? (Yes)
- Is it okay if some children have two mothers or two fathers? (Yes)

Etc.

Note to the Teacher: *This is where knowing what different family structures may be represented in the room can help the teacher to ask specific questions that may pertain to different children so that they can hear their families represented. If this is not possible, the teacher can still ask a variety of questions that touch upon different family structures,*

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values and customs. It is also important for the teacher to be aware that some students may have sad circumstances, such as divorce, illness, or death in their families. It is important to acknowledge that sometimes families can be sad or they may change if someone dies or if someone moves away and that can be hard. Also, it is normal for some students to react to hearing about family structures with which they are unfamiliar by saying “that’s weird” or “that isn’t a family.” In such a situation, it is important to remind the class of the definition of a family they discussed (e.g. people who love each other and take care of each other) and that everyone has their own families that they care about very much. Also remind students that all families are unique and special in their own way and that no two families are exactly alike. (12 minutes)

STEP 4: Say, “Families are very important to us. They love us and take care of us.” If it has not already come up in the previous discussion, remind students that all families are special in their own way and that no two families are exactly alike. Ask, “What are some ways that our class can show that we respect all different types of families, including those that are like our own and those that are different from our own?”

Some responses might include:

- Making a sign that says “All Families are Special”
- Having each student bring in something special from their families and talking about it
- Asking our friends to tell us about their families – what they like to do, what they like to eat, how they celebrate holidays
- Remembering that everyone loves their families the same way I love mine
- Everyone can draw a picture of their family and the class can hang them around the classroom

***Note to the Teacher:** Some of the suggestions are things that students can do every day with their friends and classmates, others are suggestions for class projects. Both of these types are good suggestions. As an extension activity, the class can participate in a group project that is suggested.*

As students make suggestions, record these on newsprint/board.

Write on the board: “The way I would like to show respect for all different families is....” Depending on the writing level in the classroom, either have every student complete the sentence on a piece of paper to hand in when they are finished, or go around the room and ask each student to finish the sentence verbally. Tell students they can either use one of the suggestions they came up with as a class that are written on the newsprint/board or they can think of a new idea. (9 minutes)

STEP 5: End the discussion by saying “Everyone has people who are their family. Some people even include their pets! It is good to feel good about your family and to figure out who is part of your family. It is also important to respect all different families because whatever kind of family you have, they are special. (1 minute)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION

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OF LESSON:

Questions in step two will assess objective one and questions in step four will assess objective two.

HOMEWORK:

Note: This homework is to be completed by students prior to this lesson.

For homework, give students the worksheet entitled “My Family.” Have students work with a family member to fill out the sheet.

Have students, either at home or in class as an extension project, draw a picture of all the people in their families and label each person (and pet if they like). Students may need adult help labeling the pictures. After they complete them, hang them on a wall display with the title “Celebrating all of our Families.”

Homework: My Family

Name: _____

The Number of people in my family is: _____

Some of the foods we like to eat are:

This is how we celebrate special occasions:

Things we like to do together as a family are:

What I love most about my family is:

Name: _____

The way I would like to show respect for all different families is....

Name: _____

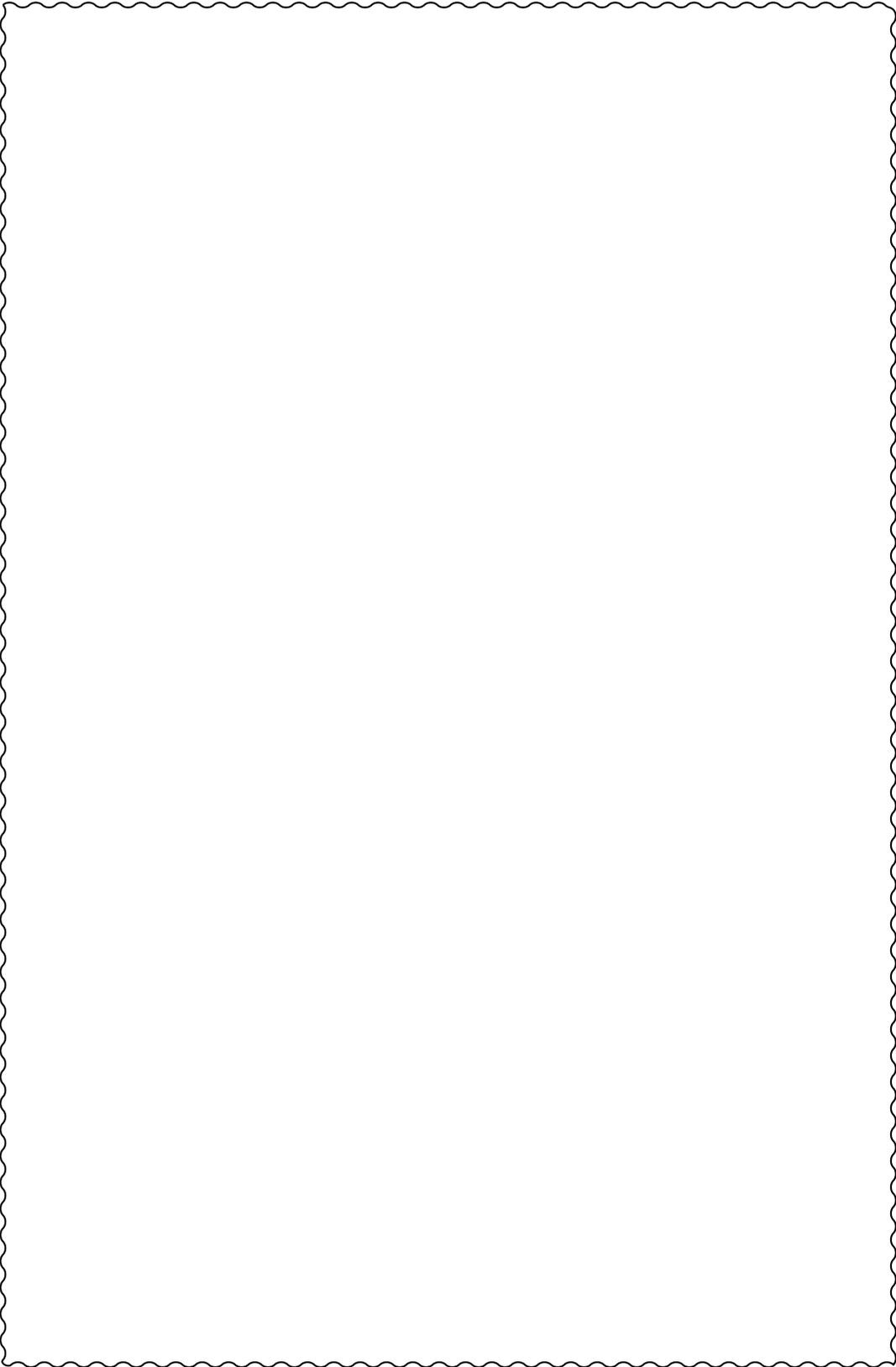
The way I would like to show respect for all different families is....

Name: _____

The way I would like to show respect for all different families is....

My Family Portrait

Draw and label each member of your family



Understanding Our Bodies – The Basics

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade students will be able to:

AP.2.CC.1 – Use proper names for body parts, including male and female anatomy.

TARGET GRADE: Kindergarten
Lesson 2

TIME: 40 Minutes

MATERIALS NEEDED:

- Teacher’s Resource: “Body Parts and Functions”
- 6 Post-Its – one each labeled with vulva, nipples, anus, shoulder, foot, and belly button
- 6 Posit-Its – one each labeled with penis, nipples, anus, shoulder, foot, and belly button
- PowerPoint “Our Bodies”
- LCD projector and screen
- Desktop or laptop computer with PowerPoint on it

A NOTE ON LANGUAGE:

You will notice that this lesson refers to “girls” and “boys” and “male” and “female” when identifying body parts. Lessons in higher grades use more precise language and begin to introduce a broader concept of gender. This lesson does, however, acknowledge that “there are some body parts that mostly just girls have and some parts that mostly just boys have. Being a boy or a girl doesn’t have to mean you have those parts, but for most people this is how their bodies are.” And, “Most people have a vulva and a vagina or a penis and testicles but some people’s bodies can be different. Your body is exactly what is right for you.”

A NOTE ON CONTENT:

You will notice that terms and concepts used in this lesson are very simple recognizing that for many, providing more detail might be controversial at this grade level. If you are in a setting where using more detailed anatomical drawings is possible for kindergarten, we recommend using the diagrams found in “It’s Not the Stork: A Book About Girls, Boys, Babies, Bodies, Families and Friends” by Robie Harris. A more in-depth version of this same lesson appears in this curriculum for 2nd grade.

ADVANCE PREPARATION FOR LESSON:

It is important to share the diagrams in the PowerPoint with your supervisor prior to teaching this lesson to ensure they are acceptable for your use.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Correctly identify at least three body parts of the female namely the nipples, vulva and anus. [Knowledge]
2. Correctly identify at least three body parts of the male namely the nipples, penis and anus. [Knowledge]
3. Describe why it is important for them to know the correct names for the genitals. [Knowledge]

PROCEDURE:

STEP 1: Introduce the topic by saying, “Today we are going to talk about bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public. Explain that it’s also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy. (1 minute)

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STEP 2: Ask the students to name body parts that most people have in common.

Note to the Teacher: *Student answers might include most everyone has arms, legs, feet, fingers, head, eyes, mouth, etc. Some students may mention that not everyone has two arms, or all ten fingers, etc. Acknowledge this by saying that it is true that not everyone is exactly the same and everyone's body is fine just the way it is. But most people have two arms, ten fingers, etc.*

Next, call out different parts of the body while asking students to point to that body part, such as eyes, nose, arms, legs, etc. Once students point to that body part have them tell you what that body part does, for example, eyes are for seeing, legs are for walking/running, noses are for smelling, etc. Then, ask students, "Even though we all have a nose, do all of our noses look exactly the same? Do all of our eyes or ears look exactly the same? We all have skin. Does all of our skin look exactly the same as each other's? Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don't have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies. (3 minutes)

STEP 3: Tell students: "There are some body parts that mostly just girls have and some parts that mostly just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called private parts or genitals and today we want to make sure everyone knows the correct names for these parts and who has what body part."

Direct students' attention to the PowerPoint where you have displayed the the first slide. Explain that "During the summer, when some people go swimming, people generally wear bathing suits to cover their genitals. Explain that when we wash our bodies and go to the doctor for a check-up, it's important to know what our body parts are and how to keep them healthy. Display the next slide saying, "Our bodies have lots of different parts like the head, chest, belly button, hand and leg. Let's look at some parts we don't often learn as much about." Point out and explain the following. "Most girls have a vulva, which is the name for the area between the legs. The vulva describes the whole area including the small hole where urine or pee comes out called the opening to the urethra, the hole below that, which is a little bigger and is called the vagina that is used when a female has a baby, and the hole below that where a bowel movement, or poop, comes out called the anus. So a person with a vulva has three holes between their legs and a very sensitive little area at the top called the clitoris. Often girls wear a bathing suit that also covers their nipples on their chest. Their chest will develop into breasts when they get older and go through puberty. Breasts and nipples can be how some people feed their babies." (8 minutes)

STEP 4: Advance to the third slide and tell the class that you need their help to review the names of these body parts. Ask for six volunteers and one at a time, give each volunteer one of the six post-it note labels. For each one, read the name on the post-it note out loud and then have the volunteer place the label on the diagram next to the body part that corresponds with it. Tell students they can ask for help from the class. Gently correct any mistakes and review the function of each part again as it is labeled by the student. Continue having volunteers label each part until all six labels are correctly on the diagram. Use the Teacher's Resource as needed to help explain the function of anatomical parts. (6 minutes)

STEP 5: Next, advance to slide 4 and explain the following, "Most boys have a penis between their legs which they use to urinate or 'pee.' Some boys have a foreskin, which is a piece of skin that covers the end of the penis and some boys do not. A boy also has a hole where a bowel movement, or poop, leaves the body called an anus, just like a girl. Boys also have

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nipples on their chest but they usually do not cover their nipples or chest when they are wearing a bathing suit. Even though both boys and girls have nipples, a boy's chest does not grow into breasts when he goes through puberty." (8 minutes)

STEP 6: Advance to slide 5 and tell the class that you need their help to review the names of these body parts. Ask for six new volunteers and one at a time, give each volunteer one of the six post-it note labels. For each one, read the name on the post-it note out loud and then have the volunteer place the label on the diagram next to the body part that corresponds with it. Tell students they can ask for help from the class. Gently correct any mistakes and review the function of each part again as it is labeled by the student. Continue having volunteers label each part until all six labels are correctly on the diagram. Use the Teacher's Resource as needed to help explain the function of anatomical parts. (6 minutes)

STEP 7: Next, explain to students that they may have heard different words to refer to their genitals, such as the penis or the vulva. Ask for a few examples of other words students have heard for these body parts.

Note to the Teacher: If you do not want students to say slang or family terms out loud, instead of asking the class for examples, you can say them yourself. Some common terms students in this grade might recognize or use include: Pee pee; wee wee; privates; butt.

Explain that even if they use these names in their families, it is important to use the words just like we would for knee or elbow or any other body part. Ask students: "Why do you think it might be important for you to know the correct words for these body parts?"

Note to the Teacher: Some answers may include that people will know what you are talking about or that a lot of the slang words might not be nice. If students don't say it, explain that if a person's penis, vulva or anus began to hurt or a person was worried that something was wrong with their body they should tell a trusted adult or the school nurse.

It's really important to use the correct words so they can explain what they're feeling to a parent, trusted adult or a doctor or nurse. Tell students: "This is your body and you have a right to know what the different parts are called." (4 minutes)

STEP 8: Conclude the lesson by asking students "Can anyone tell me a body part that most girls have but not boys?" (vulva). "Can anyone tell me a body part that most boys have but not girls?" (penis). "Can anyone tell me a body part we learned about today that both boys and girls usually have?" (anus, nipples). Explain "Most people have a vulva or a penis but some people's bodies can be different. Your body is exactly what is right for you." (4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The assessment is built into the lesson. By asking the class which body parts only girls have, only boys have and both have, the teacher can assess the knowledge of the class. An alternative assessment strategy if students are not likely to come up with the names themselves (especially for non-readers), is for the teacher to ask, "Who has a vulva? Girls, boys or both? Who has a penis?" etc. and have the class respond. By asking students why it might be important to know the correct names for these body parts, the teacher can gauge student understanding by their responses.

HOMework:

None.

Teacher's Resource – Body Parts and Functions

Note: It is up to each teacher to determine the amount and detail of information to share with their students in ways that are age appropriate. This sheet is for the teacher's use only, and is not to be distributed to students.

FEMALE

VULVA

The external female genitals.

VAGINA

The vagina is the canal leading from the vulva to the uterus. The average vaginal canal is three to five inches long, and resembles a flattened tube with its walls touching each other. The vagina has great elasticity, and can adjust to the size of a penis or allow a fully developed fetus pass from the uterus out of the body.

MALE

PENIS

The penis is made up of nerves, blood vessels, fibrous tissue, and three parallel cylinders of spongy tissue. It does NOT have any bones in it, but when people talk about an erection as a "boner," they're mistaken. It is normal for a penis to curve slightly to one side or another, especially when it is erect.

BOTH

NIPPLES

Everyone has breasts, as well as nipples. The circle around the nipple is called the areola.

ANUS

A hole between a person's legs where a bowel movement, or poop, comes out.

Adapted from handout by Elizabeth Schroeder, Ed.D., MSW & Eva Goldfarb, Ph.D.

My Space, Your Space

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Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

PS.2.CC.1 - Students will be able to explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.

PS.2.IC.1 - Students will be able to demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable orientation.

TARGET GRADE: Kindergarten
Lesson 3

TIME: 40 Minutes

MATERIALS NEEDED:

- Homework: "I Like... I Don't Like..." - one per student
- Flipchart sheet prepared as described
- Teacher Resource: "What Should They Do?" – one copy
- Flipchart markers
- Chalk or dry erase board markers and eraser
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

On a piece of flipchart paper, make a vertical list of the following behaviors, leaving enough room next to each word to be able to write the word "yes," "no," or "sometimes".

Hitting

Pushing

Biting

Kicking

Scratching

Shoving

Kissing

Holding hands

Walking with an arm around another person

Wrestling/rough housing

Tickling

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least 2 ways of being touched that are okay with them. [Knowledge]
2. List at least 2 ways of being touched that they do not like. [Knowledge, Affect]
3. Explain that they have the right to determine whether and how they are touched. [Knowledge]
4. Demonstrate an understanding of how to respond effectively when someone touches them in a way with which they do not feel comfortable. [Skill]

PROCEDURE:

STEP 1: Tell students that you are going to talk about people's bodies. Ask everyone to stand up. Tell them you are going to ask them a question about a body part, and that they should answer all together. Say, "For example, if I were to ask you, 'Whose head is this?' you'd point to your own head and say, 'My head!' Let's try it out: Whose head is this?"

Once you see that everyone understands what you're doing, do the same with the following body parts:

"Whose face is this?" ("My face!")

"Whose knees are these?" ("My knees!")

"Whose elbow is this?" ("My elbows!")

"Whose foot is this?" ("My foot!")

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“Whose ears are these?” (“My ears!”)

Then wrap your arms around yourself in a hug and ask, with intentionality and emphasis, “Whose body is this?” Wait for the students to hug themselves and say back, “My body!” Say, “I want to hear that again – whose body?” Wait for them to say, “My body!” Say, “Good. So who gets to say who can and can’t touch your body?” Respond with them: “I do.” Ask students to take their seats. (5 minutes)

STEP 2: Reaffirm for students, “Very good. These are our bodies – and so we have the right to say whether and how we want someone else to touch them. That also means we need to listen and stop touching others when someone else says they don’t want to be touched.”

Ask, “Are there any exceptions to this? Any time when someone might touch us in a way that we might not like but it’s okay?” Probe for when their parent/caregiver may need to give them medicine they don’t like or don’t like the feeling of, or when they go to a doctor to get a shot. Say, “But even if a doctor – or any other student or adult – touches us in a way that makes us feel uncomfortable, we have a right to say that we don’t like it and that we want it to stop. But first, let’s talk about some behaviors that we might or might not like.” (2 minutes)

STEP 3: Explain that everyone is different about how they like to be touched. Say, “you may be someone who loves to hug or snuggle with family members or wrestle with your friends, or you may not like some of any of those. Let’s take a look at some behaviors that students tend to do with each other and talk about whether we like them, whether we don’t like them, or whether it depends.”

Post the sheet of newsprint on the board or front wall with the list of behaviors. Tell the class that you are going to go through the list of behaviors one at a time, and if it is a behavior they like, they should raise their arms up in the air and wiggle their fingers (model this for them, and ask them to do it with you). Tell them that if it’s a behavior that they never like, they should put their arms down at their sides and wiggle their fingers (model this for them, and have them do it with you). Then tell them that if it’s a behavior that they sometimes like and sometimes don’t, they should put their arms out to the sides and wiggle their fingers (model this for them, and have them do it with you).

Go through each behavior, asking the students, “Is this a behavior you tend to like?”

There will be universal agreement on some (e.g., hitting, punching, kicking) and some responses of “sometimes” to others (kissing, tickling). When they say, “sometimes,” ask, “When do we like this? When do we NOT like this?” If the students do not say “sometimes,” use the guide below to guide a discussion of when or why a person might not like the behavior.

- Hugging [some people don’t like to be hugged; some people hug too tightly; and there are some people you just might not want to be hugged by]
- Kissing [some people dislike being kissed when it’s someone they don’t know well or someone they don’t wish to kiss or be kissed by, like a particular relative or a neighbor]
- Holding hands [some people don’t like to be touched]

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- Walking with an arm around another person [some people don't like to be touched; some find it hard to walk that way]
- Wrestling/rough housing [some people don't like it if they're always the one being pinned down; some don't like it because they end up getting hurt]
- Tickling [most people don't like it when it's too much/goes on for too long]

(12 minutes)

STEP 4: Ask, "How do you know when someone doesn't like it when you do any of the behaviors on the list?" Probe for, "They tell me to stop," "They push me/my arm away," "They cry," "They yell at me," etc.

Ask, "Has anyone ever done something to you that's on this list, you haven't liked it, but you haven't said anything? How did that make you feel?" [Note: In the unlikely event that no one says, "yes," ask, "How do you think it would make someone feel?"]

Say, "So, clearly, we don't like it when people do things to us we don't like. That means we need to be clear when we want someone to stop – and we need to listen when other people say they don't want us to do things they don't like, and stop."

Ask, "What can we do to be really clear with someone when they're touching us in a way that we don't like?" As students give responses, write these clearly on the board. The first one, if it's not contributed from the students, should be contributed by you; in large letters, write, "Say 'NO'." Once you have written that, ask, "How do we say 'no' in a way that lets someone know we want them to stop?" Probe for looking someone in the eye and having a serious, low tone of voice. [Note: You will likely get some shouting and yelling from the kids; this is actually a good thing, because it means they realize they may need to be forceful at times. Validate the energy behind it, but tell them that yelling isn't necessary – just being clear and direct is.]

Also probe for the following:

- Walk away from the person
- Say what you DO want – for example, "I don't like walking with arms around each other, but I'll hold your hand" or "I don't like hugging but I'll high five you"
- Go to a trusted adult and tell that person what happened

Ask, "What do you do if the person who is hugging or kissing you makes you feel uncomfortable?" Probe for, "Say no and tell another adult." (10 minutes)

STEP 5: Say, "Let's look at a few examples where we can give people some advice about what to do." Read the examples in the handout, "How Can We Help?" one at a time. After reading each, ask the class what they would tell the person to do. Listen for the steps you've discussed in class, and remind students of them as necessary. (9 minutes)

STEP 6: Ask the class to stand up again and remind them of how they started the lesson, by naming all the parts of their bodies that belong to them. Ask them to remind you what the last body part was that they talked about, probing for their whole bodies. Wrap your arms around yourself in a hug again and ask the students to do the same. Say, "Remind me,

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whose body are you hugging?” Wait for the students to say back, “Mine!” or “My body!” Then say, “And remind me - who gets to say who can and can’t touch our bodies?” Respond with them: “We do.” (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Assessment will be made by the teacher via observation and calling on individual students. The teacher will need to ensure each student has participated at least once individually, and that all students participate in the group portions of the lessons.

HOMEWORK:

Distribute the sheet, “I Like... I DON’T Like” and ask students to bring it home and complete it with a parent or caregiver.

I Like... I Don't Like...

Draw some ways you do and don't like to be touched? Work on this with a parent or caregiver. When you're done, color it in and sign the bottom to show you're both on the same page!

I Like it When...	I DON'T Like it When...

Parent/Caregiver: Please read the following two statements and both sign and have your child sign. Feel free to have other family members chime in, or to let me know if you'd like me to send home additional blank copies for you!

"I promise to respect my child's boundaries and to listen when he or she says she doesn't like being touched in certain ways. I also promise, if anyone else in our home is doing this, to make it stop."

"I promise to tell other people in my home if they're touching me in a way I don't like. I also promise that, if they tell me they don't like being touched in a particular way, I won't touch them like that."

Parent/Caregiver

Student

My Space, Your Space

Teacher Resource: *What Should They Do?*

[Note to the Teacher: Feel free to use different names as necessary to best reflect the populations in your school.]

SCENARIO ONE:

Henry is the youngest of 3 brothers. Right before he goes to bed at night, when he's really tired and sleepy, his older brothers love to jump out, scare him, and then pin him to the floor, sit on him and bounce up and down so he can't catch his breath. He hates this! How should he respond? What can he do?

SCENARIO TWO:

Jessica has two best friends at school. She really loves her friends, and they love her. The only thing is, she really doesn't like being hugged. Every morning they are all excited to see each other and her friends give her huge hugs to show it. Jessica doesn't want to hurt their feelings, but wants the hugging to stop. How should she respond? What can she do?

SCENARIO THREE:

Mr. Jeffreys is a substitute teacher. He is physical with everyone he meets, adults and kids – always touching their arm or hand when he speaks with them, high-fiving the students, hugging other teachers. The first day he's there, he tells a student, Jordan, that Jordan reminds him of his little brother. Every day since then, he grabs Jordan around the neck with his arm and rubs Jordan's head with his knuckle, yelling, "noogie!!" Jordan is embarrassed by the attention – and the rubbing sometimes hurts. He wants it to stop. How should he respond? What can he do?

Paper People

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

TARGET GRADE: Kindergarten
Supplemental Lesson

TIME: 40 Minutes

MATERIALS NEEDED:

- Copies of Paper People – one per student
- Markers
- Crayons
- Other arts and crafts supplies as appropriate, including glue and tape

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least three things that are unique about themselves.
2. List at least three things they did not know about their classmates before the lesson.

PROCEDURE:

STEP 1: Start the lesson by explaining that every person in the class and even in the school is unique. No two people are exactly alike and that's what makes people – and all of their unique qualities – so interesting and special.

STEP 2: Ask students to brainstorm, while you write on the board, all of the different things that could make someone unique. The list may include:

- The language they speak at home
- The country(ies) where their family comes from
- Their favorite way to spend free time
- Their favorite food
- The people in their family
- The pet(s) they have or have had
- The places they have traveled to
- How fast they can run
- How much they can read
- How many teeth they have lost so far, etc.

STEP 3: Next, distribute a copy of the paper person to each student along with a few crayons or markers. Tell students to make themselves with the paper person by drawing what they look like and filling in with things that make them unique. They can also draw people in their family, including pets, and things they like to do as well. Give students 10 minutes to complete their paper people while you mingle around the room assisting students as needed.

Paper People

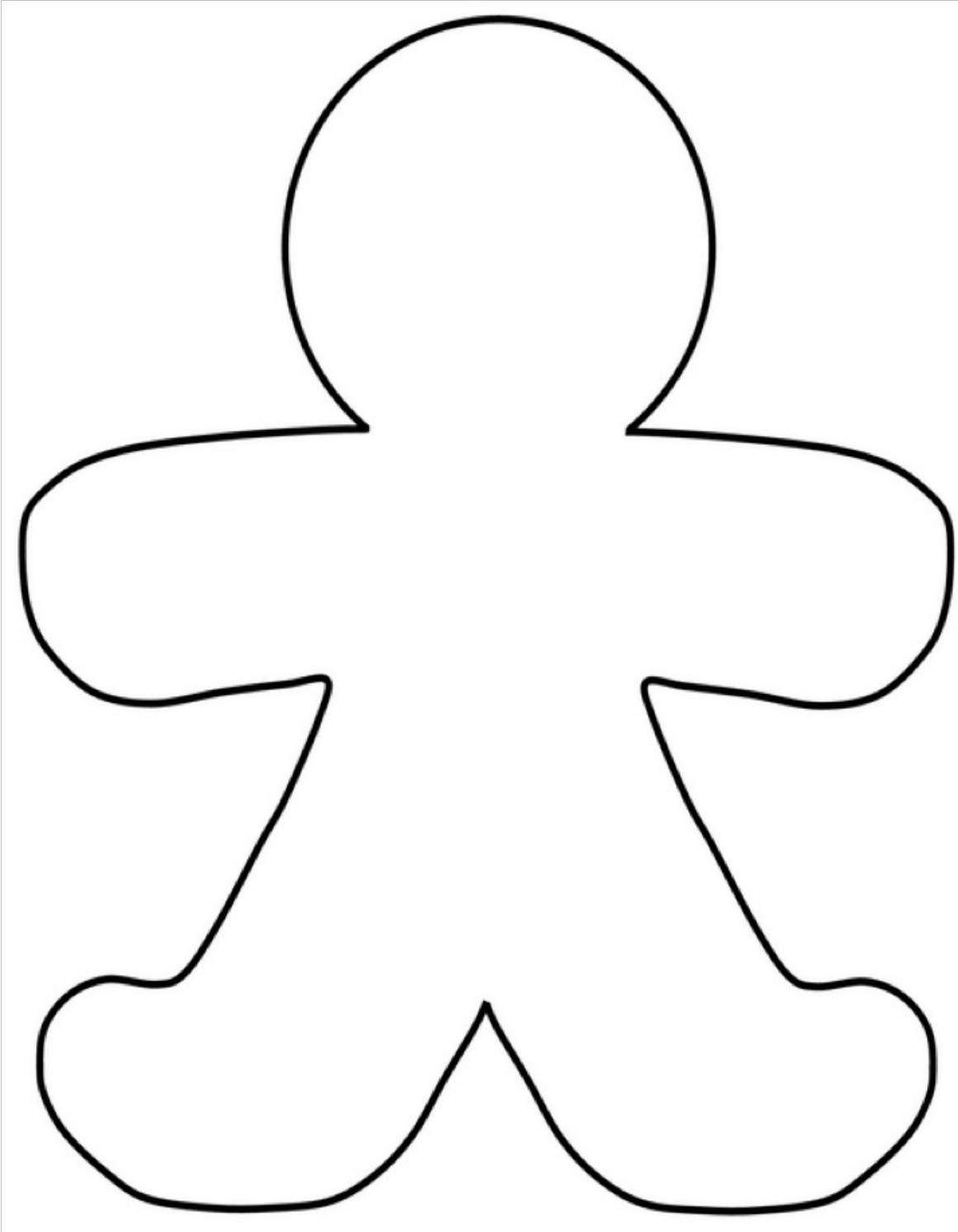
A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 4: Once ten minutes has passed, invite students one at a time to come to the front of the room and share their paper people with the whole class pointing out what elements make them unique. Hang the paper people on a wall in the classroom with all of their hands holding the hand of the paper person next to them.

STEP 5: End the lesson by asking students, “Did every student have things about them that made them special and unique?” Once students respond positively, close by saying, “Everyone is unique and everyone is special and everyone can learn from one another.”

Source: *When I’m Grown: Life Planning Education for Grades K through 2*, Washington DC, Advocates for Youth.

Handout: Paper Person



Star of the Week

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

TARGET GRADE: Kindergarten
Supplemental Lesson

TIME: 40 Minutes

MATERIALS NEEDED:

- Sheets of paper large enough to be able to trace the outline of a student – you will need one sheet per week as each student rotates through being Star of the Week
- Markers
- Crayons

ADVANCED PREPARATION FOR LESSON:

This activity should be set up at the start of the school year and then done at the beginning of each week. Work your way, one by one, through the class. Display the person of the week drawing after the student returns it colored in.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Identify at least two good qualities in others.
2. Feel good about themselves based on how others see them.

PROCEDURE:

STEP 1: Introduce the process by explaining, early in the school year, that each week there will be a new star of the week. Show the students the list of names of students in the class and explain that you will be moving through the list all year so everyone has a turn to be star of the week at some point.

STEP 2: Designate the first student who will be star of the week have them lie on a large piece of paper. Trace the outline of this student on the paper.

STEP 3: Ask students to say nice things about the student who is star of the week, such as “they are good at sharing” or “they help other people.” As students say nice things, write them around the outline of the student on the large paper. You can also ask the Star of the Week to add in things about themselves such as their birthday, their favorite color, their favorite toy or book, etc. Again, add these outside the outline on the sheet of paper.

STEP 4: Ask students the following discussion questions:

- What did you learn about the Star of the Week that was new to you?
- For the Star of the Week, how did it feel to hear good things about yourself?
- For the Star of the Week, what did you learn about yourself?

Star of the Week

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

STEP 5: Close the activity by rolling up the large paper and putting it in the backpack of the Star of the Week with directions to take it home and color it however they want. Ask the Star of the Week to bring it back in a day or two so you can display it in the classroom for the remainder of the week.

Note: There are many adaptations of this lesson that can extend it for a full week with daily activities and/or involvement of family members/guardians. This version is a very simple one from Advocates for Youth's *When I'm Grown: Life Planning Education for Grades K through 2*.

Friendships

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

HR.2.CC.2 – Describe the characteristics of a friend.

HR.2.IC.2 – Identify healthy ways for friends to express feelings to each other.

TARGET GRADE: Grade 1
Lesson 1

TIME: 40 Minutes

MATERIALS NEEDED:

- Newsprint/Board
- Markers/chalk
- Copies of the scenarios – enough for each pair to have one
- Homework: “Family Interview”
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Newsprint or board with heading; “Good Friend Cake – Ingredients.”
- Three newsprint sheets, each with one of the following word stems:
 - I like it when my friend...
 - It sometimes bothers me when my friend...
 - A good way to let my friend know how I feel is...

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least three characteristics of a friend.
[Knowledge]
2. Identify at least two healthy ways for friends to express feelings with each other. [Knowledge]

PROCEDURE:

STEP 1: Introduce the lesson by telling students that you would like to talk about friendships. Say, “Having a good friend can feel really good and being a good friend is very important, too. I’d like everyone to close their eyes for a moment and think about one friend you have that is not in this class. The friend can include a brother or sister or a cousin who is your friend, or someone else who is your friend. Try to picture your friend in your mind. Try to see your friend’s face. Now I’d like you to think about a time you and your friend had a lot of fun together. What made it so much fun?” Allow students about a minute to think about these questions, then say: “OK, now open your eyes. Does anyone want to share with us what you did with your friend that was fun?” Have a few volunteers share their experiences. (5 minutes)

STEP 2: After hearing from a few students, say “Now, I want you to think about what you like about your friend that makes it fun to be together.” Give the students a few moments to think and then say “Does anyone want to share with the class what they like about their friend?” Ask for a few volunteers to share what they like about their friend. (Some responses may include: my friend is funny, my friend likes the same things I do, my friend is nice to me, my friend lives close by, etc.). (3 minutes)

STEP 3: Next say, “So if we were baking a cake, what ingredients would we need?” Take a few responses and then ask, “So if there was no flour, could it still be a cake? What about no eggs? The answer is ‘yes’ to both since cakes, just like friends, come in a wide variety of flavors and types. So, what makes a good friend? If we were baking a

Friendships

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

‘Good Friend cake,’ what ingredients would we include?’ On the top of the newsprint, or on the board reveal the heading: “Good Friend Cake” and under it: “Ingredients.” As students call out ingredients of a good friend, write them on the paper/board. (Responses may include: likes the same things as you; is nice to you; makes you laugh; always plays with you; listens to you; doesn’t tease you or hurt your feelings on purpose; you can depend on them.)

Note to the Teacher: *If students have a difficult time coming up with more than one or two, prompt them by asking “Does a good friend tease or hurt the feelings of their friend? Does a good friend try to make you feel better when you are sad?” etc.*

After writing all students’ suggestions say “This is a really strong recipe for a good friend.” (6 minutes)

STEP 4: Say, “Friends usually make us very happy, and we have fun together. But sometimes problems can come up in a friendship. A friend may do something we don’t like, we may do something that makes our friends mad or we might disagree with our friend about something.”

Show, one at a time, the incomplete sentences (below) on the board or newsprint. Ask for student volunteers to respond to the first sentence: “I like it when my friend...” Record their responses. Next, ask for new volunteers to complete the second sentence: “It sometimes bothers me when my friend...” Record responses. Then say “It is important to be able to tell a friend when we are happy or sad or annoyed or angry, especially if we feel bad because if we don’t tell them and we keep it all bottled up inside it will make us feel even worse and our friend may not even know we are upset or angry. So, remembering the ingredients we said were important for a good friend, what are some good ways to share our feelings with a friend?” Ask students to finish the last sentence: “A good way to let my friend know how I feel is...” Record their responses.

Note to the Teacher: *Some responses to make sure to include if students don’t are: be honest, try to say your feelings without hurting their feelings; make sure to say something, don’t just ignore them or hold in your feelings; use your words; no put downs; if you are feeling good and want to give them a hug, ask them first. (10 minutes)*

- I like it when my friend...
Example: *I like it when my friend brings me candy, calls me, and plays with me.*
- It sometimes bothers me when my friend...
Example: *It sometimes bothers me when my friend teases me, only wants to play the games they want to play, and ignores me when another friend is around.*
- A good way to let my friend know how I feel is...
Example: *A good way to let my friend know how I feel is to tell them nicely, or to say it makes me sad or annoyed when you...*

STEP 5: Tell students you want to practice healthy ways to express feelings with friends. Ask for pairs of volunteers to react to different situations they may be in with a friend.

Note to the Teacher: *See attached scenarios or make your own, particularly if there is a situation that is common among students in your classroom.*

Friendships

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

If student volunteers get stuck, ask the class for suggestions of what the students could say to express their feelings to their friend. After each scenario ask the class, “How did [name of child] express their feelings to their friend in a healthy way?”

Note to the Teacher: *In the time allotted, try to get through 2-4 scenarios each with different students so that as many as possible get a chance to participate. If there is more time, more scenarios can be used.*

(15 minutes)

STEP 6: Tell students that in order to have a good friend it is important to be a good friend. It doesn't matter if you have a lot of friends or just one very good friend. Friends enjoy each other's company and look out for each other. Being a good friend is an important skill to develop throughout their whole lives. (1 minute)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Step 3 is designed to assess Objective one and Step 4 is designed to assess Objective two.

HOMEWORK:

Have students interview an adult family member (or older sibling) about a time when they were bothered by something their friend did or said and how they handled it, as well as suggestions they have for expressing feelings with friends in a healthy way.

SCENARIOS

Note: Use the actual names of students who are acting out each scenario when presenting them to the class. In each scenario, students should imagine that Student A and Student B are good friends. Ask participants to try to act out a good way to share their feelings with their friend.

1. Student A and Student B meet at the corner and ride their bikes to school together every morning. Student B is almost always a few minutes late. and this morning, Student B is 10 minutes late, which means they will both likely be late to school.

2. During recess, Student A and Student B are playing together. All of a sudden, Student B sees another friend and runs over to talk to them leaving Student A all alone.

3. Student B had borrowed a new Star Wars toy from Student A and was supposed to bring it into school because Student A needs it back. When Student A asks for their toy, Student B says they forgot to bring it in.

4. In class, Student B whispers a funny joke that makes Student A laugh out loud and get into trouble from the teacher. When the teacher asked what was going on, Student B denies doing anything.

5. During recess, students decide to play a game and are choosing teams. Student B, who is a captain, is Student A's best friend but chooses someone else for their team.

6. During lunch time, Student A gets up to throw something away and when they get back to their seat, Student B has taken a big bite out of Student A's cupcake without asking.

7. Student A and Student B are trying to decide what to do. Student B really wants to play video games but they played video games the last two times they were together and Student A wants to do something different.

Gender Roles

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

ID.2.CC.1 – Describe differences and similarities in how boys and girls may be expected to act.

ID.2.INF.1 – Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act.

TARGET GRADE: Grade 1
Lesson 2

TIME: 40 Minutes

MATERIALS NEEDED:

- A copy of the book *My Princess Boy* by Cheryl Kilodavis
- Newsprint
- Markers
- A chart with two headings: “What do you need to bake a cake?” and “What do you need to play baseball?”

ADVANCE PREPARATION FOR LESSON:

Teacher should read *My Princess Boy* ahead of time in order to be familiar with the story and able to lead a discussion.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two ways that children of all genders are expected to behave. [Knowledge]
2. Name at least two ways some people expect children to behave differently based on their gender. [Knowledge]
3. Name at least three ways that other family, friends, media, society, or culture can influence how children of different genders think they should act. [Knowledge]

PROCEDURE:

STEP 1: Explain to students that you are going to talk about ways that people are expected to behave. Sometimes how you are expected to act can be different depending on whether you are in school, at home, at the playground, in the library, with your friends or other situations. Ask: “What are some ways that children are expected to behave in school?”

Note to the Teacher: Answers may include: *friendly, respectfully, being good listeners, following teacher’s directions, etc.*

Then ask: “What are some ways that children are expected to behave outside with their friends?”

Note to the Teacher: Answers may include: *running around, using loud outside voices, playing nicely, following playground rules, etc.*

Thank students for their answers. Next ask: “Are there some ways that people expect children to behave based on their gender? Gender usually means whether you are a boy or a girl.”

Note to the Teacher: Answers may include: *Boys are expected to run faster, like sports, and play superhero; girls are expected to like pink, not run as fast and to like to play princess, etc.*

Again, thank students and tell them that you are going to read a story that talks about how we expect boys and girls to behave. (5 minutes)

STEP 2: Read *My Princess Boy* to the students that addresses gender role stereotypes.

After reading the book ask students:

Gender Roles

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- What things does My Princess Boy do that surprise others?
 - How does My Princess Boy react when others make fun of them?
 - What makes them feel better?
 - How could you help them if you were there?
 - Can the way someone's friends or family treat them affect how they feel about wanting to do different things?
 - Can what someone learns in school or from watching television about the things boys and girls are expected to do, affect how they feel about wanting to do different things?
- (17 minutes)

STEP 3: Ask students: "Does the job a person has, or what they wear mean the person is a man or woman?" (No) "Do the activities someone likes to do for fun or what they wear mean they are a boy or a girl?" (No)

Post a chart with two headings: "What do you need to bake a cake?" and "What do you need to play baseball?" Ask students to call out a list of what things someone would need to do each of these activities.

***Note to the Teacher:** Responses may be things like "hands to throw" under the "Play Baseball" list or "hands to stir" under the "Bake a Cake" list. Other responses may be "eyes to see," "others to play/work with," "directions or rules," etc. If student responses don't include body parts, ask them, "What body parts do you need to have?" Or "What does your body need to be able to do?" Alternatively, if they don't mention equipment, ask: "What equipment do you need?" etc.*

As students call out answers, record them under the appropriate heading.

Once the students are satisfied that they have included all of their ideas, read each item and ask: "Raise your hand if you have..." or "Raise your hand if you can use..." or "Raise your hand if you can..." depending on the item (e.g. "Raise your hand if you have hands to throw" or "Raise your hand if you can use a mixing spoon" or "Raise your hand if you can run." It is likely every child will raise their hands every time. Support students by acknowledging that all of them can do almost all of these things not just one gender or another. Point out how exciting it is to know that boys and girls can do all of these things and lots more.

(10 minutes)

STEP 4: Ask the children to consider why it is that some people make decisions about what children can and can't do. Discuss that children and grown-ups have choices and may like to do all kinds of things. Ask what might make people not choose an activity that they might really like to do. For example, a girl playing football or a boy taking ballet class.

***Note to the Teacher:** If students are stuck, prompt them with some examples such as "What might make a boy decide not to put on toenail polish even though he wants to? What might make a girl decide not to wear a spiderman costume even though she wants to?" (3 minutes)*

STEP 5: Ask students, "What are some things you can say to a friend who feels like they can't do or try something because it's not for their gender?"

Gender Roles

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Note to the Teacher: *Have students think back to some of the responses by characters in the book that might help. Also, encourage them to look at the list they made for the Playing Baseball/Baking a Cake activity for ideas.*

Praise students for their hard work and great ideas. Close the lesson by asking “How could you support others in trying new things and participating in activities that some people may sometimes say are only for boys or only for girls?” Ask for volunteers to offer strategies. (Some responses might include: tell them that you think it’s great; tell them that they shouldn’t listen to what other people think; tell them that you will do it with them; tell them that there is no such thing as girl activities and boy activities, etc.) (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Students’ responses to the questions in Step One will meet learning objectives one and two.

The questions in Step Three are intended to address Objective Three.

HOMEWORK:

None.

Adapted from a lesson by Emmy Howe, Open View Farm Educational Center, Conway, MA www.openviewfarm.org, with Aimee Gelnow, M.S.

The Circle of Life

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

PR.2.CC.1 - Students will be able to explain that all living things reproduce.

TARGET GRADE: Grade 1
Lesson 3

TIME: 40 Minutes

MATERIALS NEEDED:

- Worksheet: “Can This Make Babies?” – one per student
- One copy of the document, “Can This Make Babies? Pictures”
- One copy of the Yes and No signs
- Masking tape
- A few identical pencils to use as example
- Small box of magic markers or crayons to use as example
- Laptop or desktop computer with PowerPoint on it
- PowerPoint “Reproduction”
- Homework “Circle of Life” – one per student (optional)
- Pencils in case students do not have their own
- LCD projector and screen

ADVANCE PREPARATION FOR LESSON:

- Print out one copy of the document, “Can This Make Babies?”
- Make sure the projector or smart board is working and connected to the other technology you will be using for the lesson.
- Print out the “Yes” and “No” signs and post as headers on the black or white board at the front of the room, giving several feet in between the two. (Note: it may be helpful to print each side on a different color paper for clarity.)
- Tear off enough small pieces of tape to have them ready to post the individual pictures beneath the “yes” and “no” signs during the activity.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Correctly define the term “reproduction.” [Knowledge]
2. Correctly differentiate between things in the world that do and do not reproduce. [Knowledge, Skill]

PROCEDURE:

STEP 1: Introduce the topic by explaining that you will be talking today about reproduction. Ask the students, “What does it mean to reproduce something?” After hearing a few answers, say, “‘reproduction’ means to make something again, or to make a copy of it.” Give, as an example, a handout you have used in class. Hold up an original and copy of a worksheet and explain that when you make copies of a sheet like this, you are reproducing that sheet. Explain that, for this to reproduce, you had to do something – you put it on the copy machine, pressed the buttons you needed to and the copy machine made copies. Say, “A photocopy machine can’t, on its own, just make copies. That’s because it’s not alive.” (5 minutes)

STEP 2: Say, “When someone has a baby, that’s also called reproduction. Let’s take a look at what this looks like.” Distribute the worksheet, “Can This Make Babies?” to each student and ask them to complete it together. Be sure to have each student complete a sheet, and to put their name at the top of the one they completed. (8 minutes)

STEP 3: After five minutes, tell the students you will go through the answers together. Holding up the pictures of both living things and inanimate objects one at a time, in the order in which they are listed on the worksheet, ask, “Can this make babies?” As the class calls out responses to each, stick the sheet up on the board under the “yes” or

The Circle of Life

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

“no” sign. Once you have gone through all the sheets, ask the students what they notice about the lists, probing for the fact that all of the things listed beneath the “yes” sign are living things, and all the things on the “no” list are not. Tell them to check their sheets as they go along and make corrections as necessary. (5 minutes)

Ask, “When it comes to living things, is there only one tree in the world, or are there many trees?” Show the first PowerPoint slide with pictures of different trees on them. When students say there are different kinds of trees, say, “Right. Trees can look really different, but they’re still all trees. What about cats and dogs, is there only one kind of cat and only one dog? Or are there many types of cats and dogs?” Show the next PowerPoint slide of different types of cats and dogs. Say, “Same thing— these all look super different, but they’re all types of cats and dogs. But what about when dogs, cats and other animals reproduce?”

Sometimes, they will be nearly exact copies – like these puppies, who were all born at the same time from the same mom” (show the slide with litters with the same-colored puppies). Say, “Sometimes, puppies can be born to the same mom but they will look a little different.” Show the next slide with a picture of a diverse litter of puppies.

Explain that with some non-living things, what you will get will be exact copies. Hold up the small box of pencils and take out a few to show to the class. Say, “When you buy something like pencils, what comes in the box are all exact copies of each other.” Hold up several markers or crayons of the same type, but different colors. Say, “Sometimes, you’ll need things that are the same type of things, but have differences. These are all markers [crayons], but they’re different colors. Now remind me, can these pencils and markers [crayons] reproduce on their own?” Validate the student responses when they all say “no.” (12 minutes)

STEP 4: Let students know that living things can reproduce in a few different ways: some babies grow inside the person or animal and some babies come from laying an egg (continue PowerPoint to show pictures of baby birds and baby alligators being born from eggs). Ask whether anyone in the class knows where a baby grows inside the body when it is still a fetus. Continue PowerPoint to show image of human fetus growing in a uterus. Ask whether anyone knows the name of the body part in which the baby grows, being sure to explain that while it may look like the stomach, it’s actually a different organ called the “uterus.” Tell students that only female animals and people have a uterus. Answer any student questions, and ask them to hand in their worksheets from earlier in the session.

Distribute the worksheet, “Circle of Life Homework,” and ask students to complete it at home with a parent or caregiver. Be sure to have them and their parent/caregiver sign their name to indicate that they worked on it together (optional). (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Although students will be completing the worksheet in pairs/small groups during the lesson, teachers can ask each student to complete one individually, to assess objectives one and two.

HOMEWORK:

Distribute the optional “Circle of Life Homework” and ask the students to complete it at home with a parent/caregiver. Be sure to tell the students that both they and their parent/caregiver need to sign it when it’s done, and that they should bring it back to school the next day.

Can This Make Babies?

Worksheet

Name: _____



PEOPLE

YES NO



CARS

YES NO



SNEAKERS

YES NO



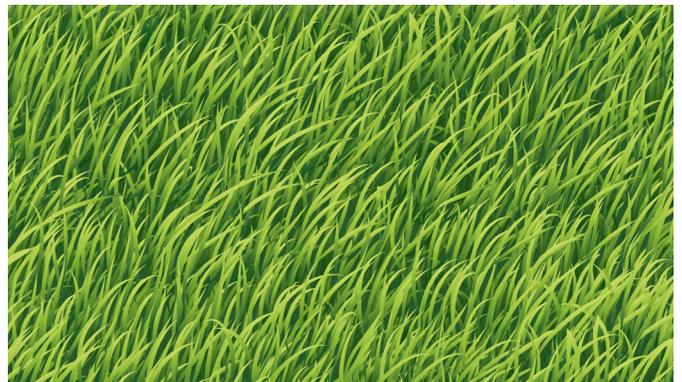
PIZZA

YES NO



ELEPHANTS

YES NO



GRASS

YES NO

Can This Make Babies?



Can This Make Babies?



Can This Make Babies?

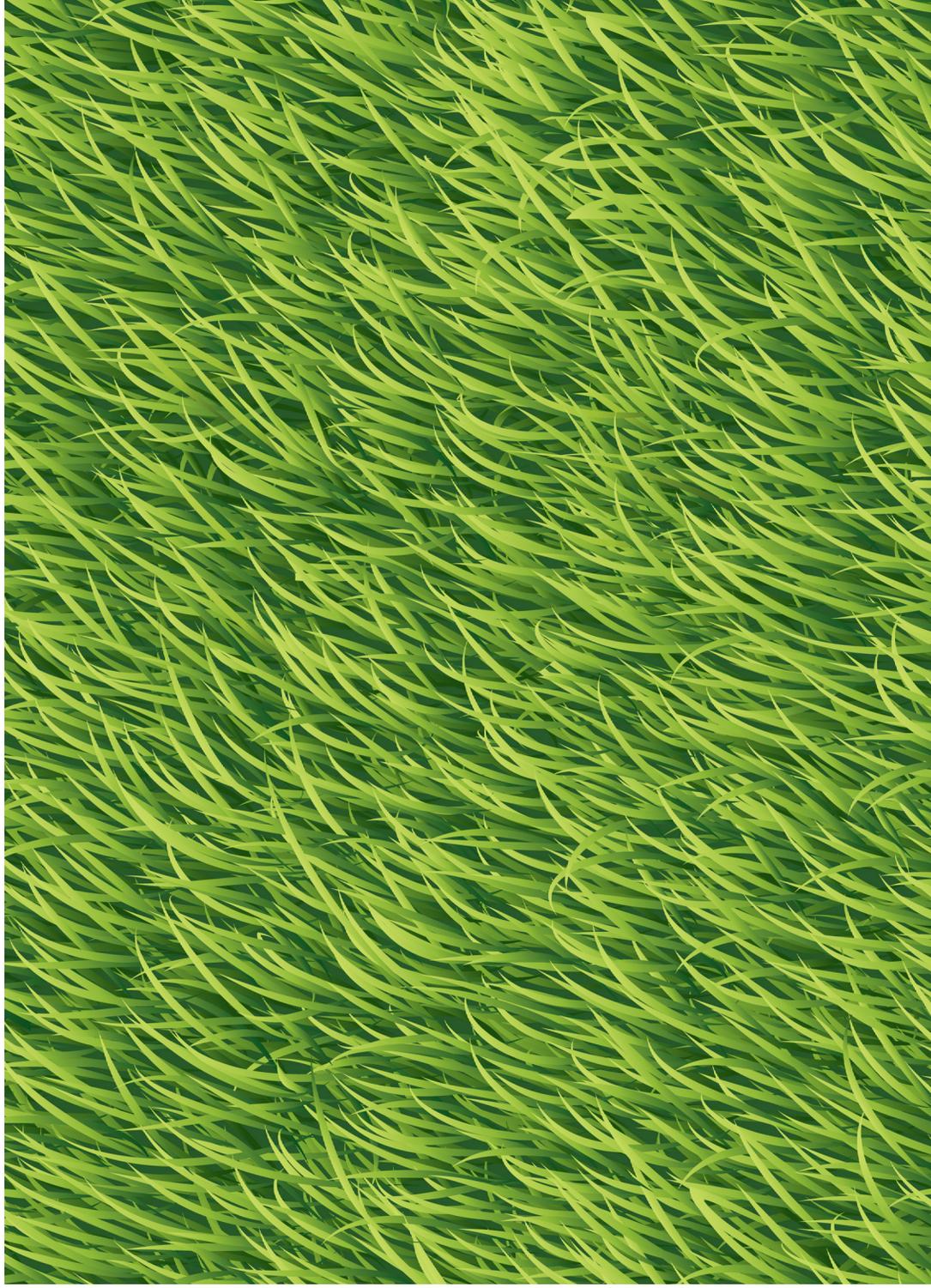


Can This Make Babies?





Can This Make Babies?



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The Circle of Life
Homework

Dear Parent/Caregiver: Today in school, we talked about reproduction – what can make babies, and what can't. This homework is for you and your child to do together!

Please name three things at home that CANNOT make babies:

1. _____
2. _____
3. _____

Please name three living things that CAN make babies:

1. _____
2. _____
3. _____

WE DID THIS TOGETHER!

Signed, Parent/Caregiver: _____

Signed, Student: _____

Look at each picture. If what you see can reproduce or make babies, circle "yes."
If it can't, circle "No."

Understanding Our Bodies

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade students will be able to:

AP.2.CC.1 – Use proper names for body parts, including male and female anatomy.

TARGET GRADE: 2nd Grade
Lesson 1

TIME: 40 Minutes

MATERIALS NEEDED:

- Teacher's Resource: "Body Parts and Functions"
- "Anatomy" PowerPoint
- Laptop or desktop with PowerPoint on it
- 6 Post-It Notes/signs labeled – one each with vulva, clitoris, urethra, vagina, anus and nipples
- 6 Post-It Notes/signs labeled – one each with penis, urethra, scrotum, testicles, anus, and nipples
- LCD projector and screen

A NOTE ON LANGUAGE:

You will notice that this lesson refers to "girls" and "boys" when identifying body parts. The use of a binary construct of gender as well as using gender (boys and girls) rather than the more accurate biological sex (male and female) is purposeful given the developmental stage of students. Lessons in higher grades use more precise language and begin to introduce a broader concept of gender. This lesson does, however, acknowledge that "there are some body parts that mostly just girls have and some parts that mostly just boys have. Being a boy or a girl doesn't have to mean you have those parts, but for most people this is how their bodies are." And, "Most people have a vulva and a vagina or a penis and testicles but some people's bodies can be different. Your body is exactly what is right for you."

ADVANCE PREPARATION FOR LESSON:

It is important to share the PowerPoint diagrams with your supervisor prior to teaching this lesson to ensure they are acceptable for your use.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Correctly identify at least four body parts of the female genitals. [Knowledge]
2. Correctly identify at least four body parts of the male genitals. [Knowledge]
3. Describe why it is important for them to know the correct names for the genitals. [Knowledge]

PROCEDURE:

STEP 1: Introduce the topic by saying, "Today we are going to talk about bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public. Explain that it's also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy. (1 minute)

STEP 2: Ask the students to name body parts that most people have in common.

Note to the Teacher: Student answers might include most everyone has arms, legs, feet, fingers, head, eyes, mouth, etc. Some students may mention that not everyone has two arms, or all ten fingers,

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etc. Acknowledge this by saying that it is true that not everyone is exactly the same and everyone's body is fine just the way it is. But most people have two arms, ten fingers, etc.

Next, call out different parts of the body while asking students to point to that body part, such as eyes, nose, arms, legs, etc. Once students point to that body part have them tell you what that body part does, for example, eyes are for seeing, legs are for walking/running, noses are for smelling, etc. Then, ask students, "Even though we all have a nose, do all of our noses look exactly the same? Do all of our eyes or ears look exactly the same? We all have skin. Does all of our skin look exactly the same as each other's? Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don't have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies. (3 minutes)

STEP 3: Tell students: "There are some body parts that mostly just girls have and some parts that mostly just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called private parts or genitals and today we want to make sure everyone knows the correct names for these parts and who has what body part."

Direct students' attention to the PowerPoint where you have displayed the male body and female body with bathing suit diagram. Explain that "During the summer, when some people go swimming, people generally wear bathing suits to cover their genitals. Explain that when we wash our bodies and go to the doctor for a check-up, it's important to know what our body parts are and how to keep them healthy. Advance to the next slide. Point out and explain the following. "Most girls have a vulva, which is the name for the area between the legs. The vulva describes the whole area including the small hole where urine or pee comes out called the opening to the urethra, the hole below that, which is a little bigger and is called the vagina that is used when a female has a baby, and the hole below that where a bowel movement, or poop, comes out called the anus. So a person with a vulva has three holes between their legs and a very sensitive little area at the top called the clitoris. Often girls wear a bathing suit that also covers their nipples on their chest. Their chest will develop into breasts when they get older and go through puberty. Breasts and nipples can be how mothers feed milk to their babies. Both people and animals that are mammals can feed their babies this way." (8 minutes)

STEP 4: Display the third slide and tell the class that you need their help to review the names of these body parts. Ask for six volunteers and one at a time, give each volunteer one of the six post-it note labels (clitoris, urethra, vulva, vagina, anus and nipples). For each one, read the name on the post-it note out loud and then have the volunteer place the label on the diagram next to the body part that corresponds with it. Tell students they can ask for help from the class. Gently correct any mistakes and review the function of each part again as it is labeled by the student. Continue having volunteers label each part until all six labels are correctly on the diagram. (6 minutes)

STEP 5: Next, advance to the fourth slide and explain the following, "Most boys have a penis and scrotum between their legs. The penis has a hole in it called a urethra, just like on the girl, where urine or pee comes out. The scrotum is behind the penis and its job is to hold two round organs called testicles. The testicles are important for when a boy grows up and goes through puberty. A boy also has a hole where a bowel movement, or poop, leaves the body called an anus, just like a girl. Boys also have nipples on their chest but they usually do not cover their nipples or chest when they are wearing a bathing suit. Even though both

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boys and girls have nipples, a boy's chest does not grow into breasts when he goes through puberty." (8 minutes)

STEP 6: Display slide number 5 and tell the class that you need their help to review the names of these body parts. Ask for six new volunteers and one at a time, give each volunteer one of the six post-it note labels (penis, urethra, scrotum, testicles, anus, and nipples). For each one, read the name on the post-it note out loud and then have the volunteer place the label on the diagram next to the body part that corresponds with it. Tell students they can ask for help from the class. Gently correct any mistakes and review the function of each part again as it is labeled by the student. Continue having volunteers label each part until all six labels are correctly on the diagram. (6 minutes)

STEP 7: Next, explain to students that they may have heard different words to refer to their genitals, such as the penis or the vulva. Ask for a few examples of other words students have heard for these body parts.

***Note to the Teacher:** If you do not want students to say slang or family terms out loud, instead of asking the class for examples, you can say them yourself. Some common terms students in this grade might recognize or use include: Pee pee; wee wee; privates; butt.*

Explain that even if they use these names in their families, it is important to use the words just like we would for knee or elbow or any other body part. Ask students: "Why do you think it might be important for you to know the correct words for these body parts?"

***Note to the Teacher:** Some answers may include that people will know what you are talking about, that a lot of the slang words might not be nice. If a person's penis, vulva or anus began to hurt or a person was worried that something was wrong with their body.*

It's really important to use the correct words so they can explain what they're feeling to a parent, trusted adult or a doctor or nurse. Tell students: "This is your body and you have a right to know what the different parts are called." (4 minutes)

STEP 8: Conclude the lesson by asking the students "Can anyone tell me a body part that most girls have but not boys? (vulva, vagina, clitoris) Can anyone tell me a body part that most boys have but not girls? (penis, scrotum testicles) Can anyone tell me a body part we learned about today that both boys and girls usually have? (urethra, anus, nipples)" Explain "Most people have a vulva and a vagina or a penis and testicles but some people's bodies can be different. Your body is exactly what is right for you. (4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The assessment is built into the lesson. By asking the class which body parts only girls have, only boys have and both have, the teacher can assess the knowledge of the class. An alternative assessment strategy if students are not likely to come up with the names themselves (especially for non-readers), is for the teacher to ask, "Who has a vulva? Girls, boys or both? Who has a penis?" etc. and have the class respond. By asking students why it might be important to know the correct names for these body parts, the teacher can gauge student understanding by their responses.

HOMEWORK:

None.

Teacher's Resource – Body Parts and Functions

Note: It is up to each teacher to determine the amount and detail of information to share with their students in ways that are age appropriate. This sheet is for the teacher's use only, and is not to be distributed to students.

FEMALE

VULVA

The external female genitals.

CLITORIS

The clitoris, located between the top of the labia minora and the clitoral hood, is a small body of spongy tissue that is highly sensitive. It consists of a glans or head, a prepuce or foreskin (sometimes called a "hood"), and the shaft or body. The clitoris and surrounding tissue contain many nerve endings, making the entire area very sensitive to indirect and direct touch.

VAGINA

The vagina is the canal leading from the vulva to the uterus. The average vaginal canal is three to five inches long, and resembles a flattened tube with its walls touching each other. The vagina has great elasticity, and can adjust to the size of a penis or allow a fully developed fetus to pass from the uterus out of the body.

MALE

PENIS

The penis is made up of nerves, blood vessels, fibrous tissue, and three parallel cylinders of spongy tissue. It does NOT have any bones in it, but when people talk about an erection as a "boner," they're mistaken. It is normal for a penis to curve slightly to one side or another, especially when it is erect.

SCROTUM

The scrotum is a thin-walled, soft pouch of tissue that hangs behind and below the penis, and contains the testes or testicles, the male sexual glands. The scrotum's primary function is to maintain the testes at the temperature at which the testes most effectively produce sperm.

TESTES/TESTICLES

The male sexual glands, the two testes located within the scrotum, produce sperm and testosterone. One usually hangs slightly lower than the other. They hang outside the body because sperm needs to be produced at a temperature that's usually about 5 – 6 degrees below the body temperature.

BOTH

URETHRA

The urethra is connected to the bladder and used for the passage of urine from the body. In the male body, semen also passes through the urethra.

NIPPLES

Everyone has breasts, as well as nipples. The circle around the nipple is called the areola.

ANUS

A hole between a person's legs where a bowel movement, or poop, comes out.

Adapted from handout by Elizabeth Schroeder, Ed.D., MSW & Eva Goldfarb, Ph.D.

Bullying Is Never OK!

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

PS.2.CC.2 – Students will be able to explain what bullying and teasing are.

PS.2.CC.3 – Students will be able to explain why bullying and teasing are wrong.

TARGET GRADE: Grade 2
Lesson 2

TIME: 40 Minutes

MATERIALS NEEDED:

- Markers or chalk to write on the board
- Worksheet: “Teasing or Bullying?” – one per student
- “Teasing or Bullying?” Teacher’s Guide – one copy for use in class
- Extra pens/pencils for students

ADVANCE PREPARATION FOR LESSON:

Review the Teasing or Bullying? Teacher’s Guide in preparation for discussing it with the students.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms “bullying” and “teasing.” [Knowledge]
2. Describe at least two differences between bullying and teasing. [Knowledge]
3. Provide at least two reasons why bullying and teasing are wrong to do. [Knowledge]

PROCEDURE:

STEP 1: Explain that today you are going to be discussing the topic of bullying.

Write the word “bully” on the board and ask the students whether they’ve heard this term before. Ask them to imagine a person who had never heard the term “bully” before. Say, “How would you explain to that person what a bully is?” Some possible responses may include:

- “It’s bullying if the other person doesn’t like it, feels upset by it, or of its mean.”
- “Teasing that isn’t ok is when the other person is upset by it even if it isn’t mean.”
- “A bully is someone who hurts other people.”
- “A bully is someone who says mean things to someone or about someone.”
- “A bully is someone who makes fun of other people and makes them feel bad.”
- “A bully might not hurt you, but they might hurt or steal your stuff.”

As students share their responses, write key words on the board under the word “bully.” For example, if someone shared the first statement above, write “hurts others” on the board.

Note to the Teacher: *It is possible that a student could respond to your question, “How would you explain what a bully is?” by sharing the name of a student in class or at the school. If that were to happen, remind them that someone who had never heard the term bully would*

Bullying is Never OK!

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likely not know who that person was, and ask them to describe the behaviors. Then be sure to follow up with that student after class to explore what kinds of bullying behaviors have been going on that need to be addressed.

Once enough students have contributed, read through the list. Ask students to share any themes they notice from the list. Be sure the following messages are given:

- A bully hurts people on purpose. It's not something they do by accident. For example, if a bully pushes another person, she or he meant to do so.
- A person who bullies does it more than once. They do these means behaviors again and again, sometimes to different people, and sometimes to the same person. Some people stop being bullies and learn to be nice to others.
- Bullies don't always hurt people in person. If they are old enough to have cell phones or to go online, they can send hurtful texts, post mean things about people on social media and more.
- Bullies make sure other people are afraid of them. They do this in a few ways. They might be bigger than other kids. They might raise their voice or yell at others. They might have hurt other people in the past and so others know that when the bully makes a threat, they could very well follow through on it. (10 minutes)

STEP 2: Say to the students, "Now that we have talked about bullying, let's talk about a different behavior: Teasing. Has anyone here ever been teased by another person?" After students raise their hands ask, "How does it feel to be teased?" Some students will say that it felt bad or embarrassing, while others will say that it was funny or that it didn't bother them. Some may also talk about liking certain types of teasing. For example, if they had a habit of doing something as a baby and their parent/caregiver retells the story. If students don't share an example of times when teasing is good-natured/not mean, be sure to provide one.

Ask, "Is teasing similar to bullying, or are they totally different? How?"

Probe for how teasing can sometimes be harmless – that our parents or other people we know well and know care about us might tease us as part of our relationships with them. Say, "There are a few problems with being okay with teasing, but not being okay with bullying. First of all, the person who is doing the teasing may think the other person is okay with it when the other person may actually not be. Second, teasing can change really easily from being just a joke to becoming mean or nasty – which would be considered bullying."

Once you have heard a few responses, explain that you are going to give everyone a worksheet to do. Tell them that they are to do it on their own, not with a partner. Let them know that they will have about 5 minutes in which to do it. Hold up a sample of the worksheet, "Teasing or Bullying" so that it is facing the class and say, "On this sheet, you will see a few examples of behaviors. Please read each example and then decide whether you think this is teasing, bullying or neither. Once you've checked off your answers, please

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check off whether you think it's ever okay to do this behavior. I'll distribute the sheets and come around while you work on them in case you have any questions."

Distribute worksheets and, as needed, pens or pencils for students who do not have one with them. (12 minutes)

STEP 3: Using the "Teasing or Bullying?" Teacher's Guide; go through each statement and ask the students whether something is teasing or bullying and whether they thought it was right or wrong. In some cases, the students might ask, "What if this?" or "What if that?," adding details to the example. If that were to happen, start off by sticking with the example as written. If you hear a detail that would merit discussing as something else that could happen, feel free to add it. (15 minutes)

STEP 4: Say to the students, "So, overall, there are some similarities between teasing and bullying and some differences. How many of the behaviors we just discussed did we decide were okay to do, and how many did we decide were NOT okay?" Probe for the fact that only one of them had the potential to be okay – even though it also had the potential to become bullying. Ask, "So why is it wrong to bully – or even tease – someone?" Probe for the idea that bullying is hurtful, and it's always wrong to hurt someone; probe, too, or summarize with the idea that, even if we do not intend to hurt someone with what seems to be harmless teasing, another person can still be hurt. So in the end, it is best to avoid teasing – and it is always important to avoid bullying behavior. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Assessment will be made by the teacher collecting the worksheet and reviewing each to ensure understanding of the concepts.

HOMEWORK:

None.

Teasing or Bullying?

Teacher's Guide

Note to the Teacher: Some of the examples on the worksheet are intentionally vague to help students think about intention vs. outcome. This is a very abstract concept, so this version of the sheet will provide some suggestions for concretizing the discussion. Please note: the suggestions written in italics are guides for you as the instructor; they are not scripts to be read to the students.

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>	
1) Pushing someone down	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

Some students will work to come up with examples of when it's okay – for example, to save someone from being hit by an object, or as part of playing a game or a particular sport, such as football. Nonetheless, explain that, generally speaking, when someone pushes someone down on purpose, it's bullying – and that means it's always wrong.

2) Taking something without permission and holding it out of that person's reach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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Explain that the key here is taking something without permission. That is the first part of the bullying. Holding it out of the person's reach is teasing – sometimes friends might do this just as good-natured teasing and then give it back pretty quickly. But someone who holds it out of reach, plays catch with another person with that object, or otherwise makes the person who owns that thing feel anxious about not getting it back or it getting broken is teasing in a way that would be considered bullying – and that means it's always wrong.

3) Rhyming someone's name with another word, like "Matt the Brat"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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Explain that this one was a tougher one, and that the main thing this depends on is whether Matt likes his nickname and uses it himself. Then it might be considered good-natured teasing and would be okay – IF it's okay with him. If, however, he doesn't like it and tells people to stop and they don't stop, that's when it's no longer good-natured teasing and becomes bullying. Then it's wrong.

Teasing

Bullying

Is it Ever OK To Do This?

4) Tripping someone, even if they didn't fall

YES

NO

Students may push back on this a bit, especially male students, who are often socialized to rough house and trip each other as part of playing around. The main point to emphasize here is consent and whether someone gets hurt. If this is part of an ongoing friendship and both people do it, then it's neither teasing nor bullying. But if someone doesn't like it – or if someone gets hurt, even if they were okay with it – it needs to stop before someone gets hurt seriously.

5) Every day, ignoring someone who asks to play with you

YES

NO

This example is designed to help students understand that they do not need to make physical contact with someone in order for them to bully/feel bullied. Ignoring someone makes that person feel like they don't exist, and is very mean. Better to say, "We're already playing and we don't need another person" if you can't let that person in the game – or, even better, let the person play. But not responding, no matter how many times the person asks, is mean and would be considered bullying.

6) Pointing a finger very close to someone's face and saying "I'm not touching you!"

YES

NO

While this may not be considered as bad as actually physically hurting someone, this can make someone feel uncomfortable or unsafe. It's usually done to tease someone else, but when a person says they don't like it and the other person keeps doing it, it becomes bullying – and it's not okay.

7) Telling another person that they look dumb

YES

NO

Insulting someone's appearance is a bullying behavior. This would be a good time to remind students of the old saying, "If you don't have something nice to say, don't say anything at all." But laughing at or making fun of someone's appearance for any reason makes that person feel bad – and is never okay to do.

TEASING OR BULLYING?

Worksheet

Name: _____

Instructions: Read each example. Is it teasing? Is it bullying? Or both? Is it ever okay to do it? Check the boxes that match how you feel about each.

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>	
1. Pushing someone down	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2. Taking something without permission and holding it out of that person's reach	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3. Rhyming someone's name with another word, like "Matt the Brat"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Tripping someone, even if they didn't fall	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5. Every day, ignoring someone who asks to play with you	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6. Pointing a finger very close to someone's face and saying "I'm not touching you!"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
7. Telling another person that they look dumb	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Cut it Out! Making Teasing & Bullying Stop

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

PS.2.IC.2 – Students will be able to demonstrate how to respond if someone is bullying or teasing them.

PS.2.AI.1 – Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched.

PS.2.SM.1 – Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable.

TARGET GRADE: Grade 2
Lesson 3

TIME: 40 Minutes

MATERIALS NEEDED:

- Pen/Pencil, one per student
- Worksheet: “What’s Going On Here?” - one per student
- PowerPoint: “What’s Going On Here?”
- Projector and screen
- Teacher’s Guide: “What’s Going On Here?” - one copy
- Markers or chalk for the board
- Homework: “Who Can I Tell If I’m Being Bullied?” – one per student
- Desktop or laptop with PowerPoint on it
- LCD projector and screen

ADVANCE PREPARATION FOR LESSON:

Review the “What’s Going On Here?” Teacher’s Guide.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the term “bullying.” [Knowledge]
2. Demonstrate how to respond effectively if they are being bullied. [Knowledge, Skill]
3. Name at least 2 adults they can go to if they are being bullied in order to make it stop. [Knowledge]

PROCEDURE:

STEP 1: Explain that today you are going to be discussing the topic of bullying - and what you can do to make it stop if someone is bullying you. If the students have been through the class session, “Bullying Is Never Okay,” ask: “Can someone remind me of the definitions we came up with for bullying and teasing during our last class?” Be sure what they share reflects what is listed below. If it does not, simply go through the material below again.

If the students have not been through that class, write the word “bully” on the front board and ask the students whether they’ve heard this term before. Ask them to imagine a person who had never heard the term “bully” before. Say, “How would you explain to that person what a bully is?” Some possible responses you may hear include:

- “A bully is someone who hurts other people.”
- “A bully is someone who says mean things to someone or about someone.”
- “A bully is someone who makes fun of other people and makes them feel bad.”
- “A bully might not hurt you, but they might hurt or steal your stuff.”

Regardless of what is contributed, be sure the following messages are given:

- A bully hurts people on purpose. It’s not something they do by accident, like tripping and pushing someone. If a bully pushes another person, she or he meant to.
- A person who bullies does it more than once. While some people stop being bullies, they do these mean behaviors again

Cut it Out! Making Teasing and Bullying Stop

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and again, sometimes to different people, and sometimes to the same person.

- Bullies don't always hurt people in person. If they are old enough to have cell phones or to go online, they can send hurtful texts, say mean things about people on social media and more. They also might hurt people's belongings.
- Bullies make sure other people are afraid of them. They do this in a few ways. They might be bigger than other kids. They might raise their voice or yell at others. They might have hurt other people in the past and so kids know that when the bully makes a threat, she or he could very well follow through on it.

(10 minutes)

STEP 2: Explain that some bullying, like what was just shared, is pretty obvious. But other kinds can be hard to identify.

Tell them you will start with an example and then they will practice identifying examples of bullying and deciding what the person being bullied can do to make it stop. Project the photograph featured in the PowerPoint. Ask the students to tell the story of what's going on in the picture, probing for, "The boy in the back is making fun of the boy in the front." Ask, "How do you think the boy in front is feeling?" After a few responses ask, "If he doesn't like it, what can he do to make it stop?"

Probe for:

- Tell the other person to stop.
- Walk away.
- Find an adult and tell them what happened.

Say, "Sometimes, when we're being bullied or teased we feel like we want to hurt the other person back. Why do you think that's not a good idea?"

Probe for:

- You could get hurt.
- It could make it worse for you.
- You could get in trouble.

Say, "So, what are some things the boy in the front should not do to the boy in the back?"

Probe for:

- You could get hurt.
- It could make it worse for you.
- You could get in trouble.

Say, "So, what are some things the boy in the front should not do to the boy in the back?"

Probe for:

- Turn around and yell at him.
- Push or fight with him.

Cut it Out! Making Teasing and Bullying Stop

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- Try to talk to him, because he's not likely to listen.

Divide the class into pairs. Tell them that you are going to be distributing a worksheet to them titled, "What's Going on Here?" Let them know they are going to work together to do what you just did with the sample photo. Explain that there is more than one example being distributed but you will go through all three together. Tell them they will have about 5 minutes in which to complete their worksheets. (15 minutes)

STEP 3: Ask for the class' attention. Using the PowerPoint and the "What's Going On Here?: Teacher's Guide," go through each slide and ask for students who had each worksheet to share their responses.

Ask, "Did you all agree on what was going on in the picture and what the person being bullied should do?" If the students say yes, move on to Step 4. If any say "no" ask, "What did you do if you had different ideas about what was going on in the picture?" (10 minutes)

STEP 4: Say "So, regardless of whether you agreed or disagreed on what was going on, in all of these situations someone was being treated badly. And no matter how they were being treated badly, there were clear steps you all said the person being bullied could take. What were these steps?" Write student responses on the board, probing for:

- Tell the person to stop.
- Walk away from the situation.
- Find and tell an adult about what happened.

Say, "We just talked about situations that happened to other people. And while I hope none of you ever experience bullying, the truth is - you might. So I want to be sure you remember - no one has a right to make you feel bad or unsafe, whether it's at school, at home or anywhere else. Adults are always there to help you out - so if you ever feel like you're being bullied and need help making it stop, go to an adult you know well and trust and ask for their help. That's what your homework is!" Distribute the homework and go through the instructions with the students. Give them a few days in which to complete the sheet, letting them know that they will need to hand them in when they are done. Collect the worksheets they completed during the session. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Have students hand in their "What's Going On Here?" worksheets for teacher review. In addition, students will be asked to complete a homework assignment identifying adults they can go to for help if they are being bullied.

HOMEWORK:

Distribute the worksheet: "Who Can I Tell If I'm Being Bullied?" and ask them to complete.

Who Can I Tell If I'm Being Bullied?

Homework

Dear Parents(s)/Caregiver(s),

Today in class, we discussed what students can do if they feel they are being bullied. Because bullying doesn't always happen at school, we wanted to address this topic in your child's world outside of school as well - both at home and in the greater community. Please talk with your child and have them complete the sentences below.

Thank you,

[Teacher's Name]

If you are ever being teased or bullied, tell the person to stop. Sometimes, that will work. Sometimes, that person WON'T stop and it's time to get a grown-up involved!

Below, write the names of three different adults in your life you can go to if you are being bullied and need some help to make it stop:

At SCHOOL, I would talk with _____
because _____

At HOME, I would talk with _____
because _____

Another adult I could talk with is _____
because _____

Student Name: _____

Parent/Guardian Name: _____

What's Going On Here?

Teacher's Guide

Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do - and one thing the other person or people in the picture can do, too.



What's going on here? *A student just got their stuff out of their locker, and the other person knocked whatever they were carrying out of their hands.*

How do you think the student on the floor feels? *Sad; Powerless; Angry.*

What can the student do? *Gather up their belongings and walk away; Tell the person who pushed them down/tripped them that she didn't like that and doesn't want her or him to do it again.*

What's Going On Here?

Worksheet

Name: _____ Name: _____

Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do - and one thing the other person or people in the picture can do, too.



What's going on here? _____

How do you think the student in the front is feeling? _____

What can that student do? _____

What's Going On Here?

Worksheet

Name: _____ Name: _____

Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do - and one thing the other person or people in the picture can do, too.



What's going on here? _____

How do you think the student facing you feels? _____

What can the student facing you do? _____

What's Going On Here?

Worksheet

Name: _____ Name: _____

Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do - and one thing the other person or people in the picture can do, too.



What's going on here? _____

How do you think the person facing you feels? _____

What can the person facing you do? _____

Seeking Help

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

PS.2.A1.1 – Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched.

PS.2.A1.2 – Identify parents and other trusted adults they can tell if they are being bullied or teased.

PS.2.SM.1 – Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable.

TARGET GRADE: Grade 2
Lesson 4

TIME: 40 Minutes

MATERIALS NEEDED:

- Handout: “Who Would You Tell” – one per student
- Pencils, crayons

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Explain that being touched or being forced to touch someone else is never a child’s fault. [Knowledge]
2. Identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased. [Knowledge]

PROCEDURE:

STEP 1: Introduce the topic by telling students that last time you met, the class talked about what to do if someone tried to touch you or get you to touch them in a way that made you feel yucky or uncomfortable. You also talked about being teased or bullied and what to do if you are being teased or bullied. Ask the class: “Can anyone remember what some of the things are that a kid can do if these things happen to them?”

Note to the Teacher: Responses may include: tell the other person to stop, walk away or find an adult and tell them what happened. If students don’t say it, make sure to include that it is important to tell an adult that they trust. (3 minutes)

STEP 2: Tell the class, “If you’re having yucky or uncomfortable or mixed up feelings, *that’s another clue* that you need to tell a trusted adult. How do you know if something feels uncomfortable?” Take a few responses and continue with “Those yucky or mixed up feelings are your body’s way of telling you that something may be wrong or unsafe.” Ask students to raise their hands if they have ever had a yucky feeling about something. Tell them that a lot of times, people feel their yucky or mixed up feelings in their belly or in their chest. Ask students where they feel *their* yucky feelings. (3 minutes)

STEP 3: Tell students that being touched without their permission or being bullied or teased or hurt is NEVER a kid’s fault. Then give the following scenarios and have students respond out loud. The answer is NO to all of them.

- Is it the child’s fault if someone touched the private parts of their body?
- Is it the child’s fault if someone made the child touch the private parts of their body?
- Is it the child’s fault if someone touched the child’s private parts and the child didn’t tell them “No?”
- Is it the child’s fault if someone touched the child’s private parts and the child didn’t try to get away?

Seeking Help

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

- Is it the child's fault if the child took a present or money from the person who touched him?
- Is it the child's fault if the person who did it tells the child it's her fault?
- Is it the child's fault if it didn't actually hurt?
- Is it the child's fault if someone bullied or teased the child or pushed the child or hit the child or hurt the child some other way and the child promised that they wouldn't tell?
- Is it the child's fault if the child didn't try to stop it?
- Is it the child's fault if the child kept it a secret for a long time?

At some point, a child is likely to recognize that "The answer is always no!" Tell them they are absolutely right!! (3 minutes)

STEP 4: Tell the class that if someone asks you not to tell anyone about the touching or bullying or teasing, that is an important clue that you should tell! Next, give the students the following scenarios and ask them what they should do. The answer to all of these situations is to **tell an adult you trust**. It may not be necessary to state all of the scenarios on this list. You may pick several until the students catch on. At some point a student may say "You always tell" to which you can respond "You are right. How smart you all are" or "I can see that I can't trick you."

"What should you do if another kid or a teenager:"

- bullies you?
- keeps teasing you even though you tell them to stop?
- hits you, or pushes you down, or hurts your body in some other way?

"What should you do if an older kid or a teenager or an adult:"

- *touches* the private parts of your body?
- *tries* to touch the private parts of your body but you stop them?
- makes you touch the private parts of their body?
- *tries* to make you touch the private parts of their body but you don't?

"What should you do if someone who did something that made you feel uncomfortable or yucky:"

- tells you not to tell?
- says they will hurt you if you tell?
- makes you promise not to tell?

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A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- gives you a present or money so you wouldn't tell?
- says it's a special secret just between the two of you?
- says that nobody will believe you if you tell?
- says that you won't be able to live at your house anymore if you tell?
- says that all kids do this but none of them talk about it?
- says that you will get in trouble if you tell?
- did this to you a long time ago, but it's not happening any more?
- didn't actually do it to you, but your friend told you that it happened to them?

(4 minutes)

STEP 5: Tell students that the best way to stop unwanted touching or bullying or teasing is to tell a trusted adult about it. This is not a problem that kids can solve by themselves. They need help from adults. Tell them that if they do tell a trusted adult but the abuse keeps happening, tell another trusted adult. Keep telling until the abuse stops. Say

“Don't worry if you're not sure how to tell an adult about something that is making you feel uncomfortable or yucky, There are lots of ways you can tell. It's the adult's job to listen and figure out what you're trying to tell them.” Ask students: “If you are not sure how to tell an adult you can say ‘I have something important to tell you but I don't know how to say it.’ The adult can help you figure it out.” Ask “What are some other ways you can tell an adult about something bad or yukky that is happening to you or did happen to you if you are embarrassed or nervous or don't know how?” Let the students call out different approaches to telling an adult.

Note to the Teacher: If students don't come up with many, you can suggest some additional ones like, “What about writing a note that says, ‘I need to talk’ or ‘I need help,’ having a friend or sibling with you, etc.

Tell students that there are always adults who know what to do to help them. Tell them that you know what to do, other teachers know what to do, their parents and other people outside of school *might* know what to do or they might not know what to do. That's why sometimes you have to tell more than one adult. Someone at school will always know what to do. (7 minutes)

STEP 6: Hand out a worksheet with the title “Who Would You Tell?” Read them the following poem out loud:

If you ever feel sad and blue,
and need someone to talk to,
you'd need someone to lend an ear,
who'd let you talk – who'd want to hear.

Even if it was really hard to say,
they'd never turn you away.
No matter what you had to tell,
they'd stay calm – they wouldn't yell.

Seeking Help

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

They'd be there to help you out,
they'd stand by you without a doubt.

It is a big person's job to keep
your body safe and sound
so if you ever need a helping hand
to come around

Who would you tell? Who would it be?
Who is in your circle of body safety?

(Themamabeareffect.org)

Tell students that just like the poem says they are to fill in each circle either by writing the name of a trusted adult they could tell or by drawing their face. Tell them to try to think of at least one trusted adult who is in their family, and one who is not in their family (also encourage them to think of an adult at school as school employees are mandated reporters). After about 15 minutes, ask for volunteers to name one of the trusted adults who they could tell that they chose for their list and to say why they picked them.

Tell the students to remember that if they tell an adult and the adult doesn't know how to help them or can't help them, they should tell another adult that they trust until someone does listen. That's why it is so important to have more than one trusted adult. Tell students that if they didn't finish their worksheets they should do that at home with help from their families. (20 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Through the activity "Is it the kids' fault?" the teacher can assess student understanding by hearing the children answer "no" to all of the questions and/or hearing a student conclude that the answer is always "no" to this question.

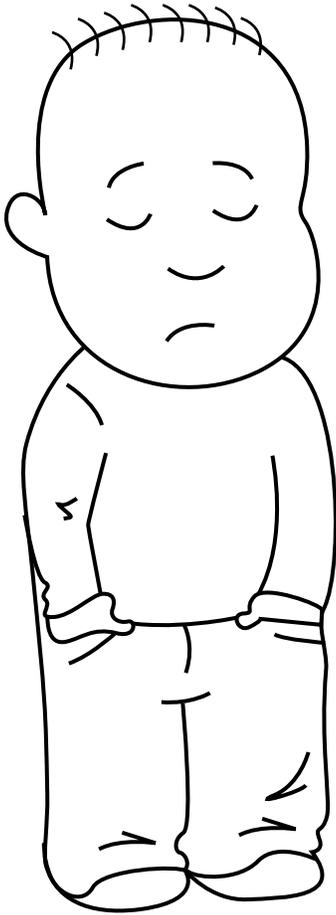
After students fill out their worksheets, the teacher can hear each student name someone on their trusted adult list and the reasons why. If there is not enough time to hear from every student, the teachers can have students put their names on their worksheets and hand them in when they are finished at the end of class or the next day if they finish them at home, to assess if the students were able to name one trusted adult who is in their family (usually parent or guardian) and one trusted adult at school or elsewhere outside of their family.

***Note to the Teacher:** While it is usual and helpful for children to identify their parent or guardian as a trusted adult, if a child understands the lesson but does NOT identify their parent as a trusted adult, this is important information to recognize by the teacher and school staff. A child should not be forced to identify any adult in particular as a trusted adult.*

HOMEWORK:

Have students take their worksheets home and to talk with their parents/guardians about who their list of trusted adults includes and why. Students can also ask for suggestions of other trusted adults they may not have thought of.

Who Would You Tell?



If you ever feel sad and blue,
and need someone to talk to,
you'd need someone to lend an ear,
who'd let you talk – who'd want to hear.

Even if it was really hard to say,
they'd never turn you away.
No matter what you had to tell,
they'd stay calm – they wouldn't yell.

They'd be there to help you out,
they'd stand by you without a doubt.

It is a big person's job to keep
your body safe and sound
so if you ever need a helping hand
to come around
Who would you tell? Who would it be?
Who is in your circle of body safety?

Let's talk about
who you could trust to
help you if you ever
needed help keeping
your body safe.

Together, write their
names, and/or draw their
faces in the circles.

YOU

Respect for All

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

ID.5.SM.1/HR.5.SM.1 -

Demonstrate ways to treat others with dignity and respect.

ID.5.ADV.1 - Demonstrate ways students can work together to promote dignity and respect for all people.

TARGET GRADE: Grade 3
Lesson 1

TIME: 40 Minutes

MATERIALS NEEDED:

- Newsprint
- Markers
- Masking tape
- Construction paper or poster board – one piece per student (or pair of students)
- Crayons
- Stickers 
- Other art supplies for creating and decorating posters
- Homework “Creating Your Own Family Pride Flag” – one per student

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Demonstrate understanding of at least three ways to treat others with dignity and respect. [Knowledge]
2. Demonstrate at least one way students can work together to promote dignity and respect for all people. [Skill]

PROCEDURE:

STEP 1: Start the lesson by asking the class, “What are some ways that people are the same?” Let students give examples of similarities among people. Then say: “Even though there are lots and lots of ways that people are the same, there are also a lot of ways that people are different from one another.” Explain what the word “diversity” means by saying, “People come in all shapes, sizes, colors, religions, and backgrounds. That is what makes each person special.” Then ask, “What are some ways that people are different?” Again, solicit responses. As students provide examples, write them on the board or newsprint, creating a word collage to highlight the diversity. Then, depending on what the students respond, add some additional ideas by saying, for example: “Some of the ways that people are different is in the ways their families are put together. There are many different kinds of families and each one is special and wonderful.”

Note to the Teacher: *If appropriate, ask students for different examples of different types of families. Examples may include numbers of siblings, living with one parent or two parents, same or different gender parents, living with grandparents, foster families, adoption, different race/ethnicity of parents, etc.) “People also have different religions, different backgrounds, different foods they like. That is what we mean by ‘diversity’—all of the ways that we are different and special.”*

Note to the Teacher: *If there is time, allow students to describe something different or special about themselves or their families.*

Tell students that everyone can feel good about some of the ways they and their families are special and unique and that we should appreciate all the ways that we are different from each other as well as the same. Say “Today we are going to talk about how we treat other people, especially when we think they are different from us in some way. (10 minutes)

STEP 2: Define the word *prejudice* by saying: “Prejudice is when you judge or make assumptions about someone based on who they are or who you think they are.” Write the word “prejudice” on the

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board or newsprint. Show the class that the word prejudice looks like “pre-judge”. Tell the class, it means “To make a judgment or assumption about a person before you really even know them. For example, if you saw someone wearing a Star Wars t-shirt, what would you assume about them?” Take a few responses. People who are prejudiced against someone often treat that person poorly or are hurtful to them or don’t treat them fairly or with respect. That is called discrimination. Explain that some people show prejudice and discriminate against other people and it is not okay. It is never okay to be rude or to insult anyone or to treat them unfairly. When you do this to someone just because of assumptions you make about them that is a form of prejudice. (2 minutes)

STEP 3: Say: “Everyone has a right to feel good about themselves, their families and what they believe. That is why it is so important to treat everyone with dignity and respect. Write the words “dignity” and “respect” on the board/newsprint. Say, “Treating people with dignity and respect means treating them well and showing appreciation for other people’s beliefs, ideas, and how they live (what they eat, how they dress, how they celebrate holidays, etc.) even if they are different from us or if we don’t agree with their ideas or beliefs. (2 minutes).

STEP 4: Ask students the following question: “How can a person show dignity and respect for all people, no matter who they are?” Record responses on newsprint/board.

Note to the Teacher: *Some responses to include if they are not named by students are: Don’t insult other people or make fun of them; listen to people when they speak; value other people’s opinions; be considerate of other people’s likes and dislikes; don’t mock or tease people; don’t talk about people behind their backs; be sensitive to other people’s feelings; don’t pressure someone to do something they don’t want to do; if someone has a practice or custom you don’t understand, ask them about it; stand up for other people when they are being teased or insulted.*

Tell students that the class is now going to put their ideas onto posters to hang up in the room for everyone to see and to let others know that this is a classroom where we want everyone to feel welcome and that we treat everyone here with dignity and respect.

Note to the Teacher: *It is best to have students work or in pairs for this activity. It can help to have an example to share with students.*

Pass out construction paper or poster board to each student or pair of students. Have students pick one of the ideas from the class brainstorm and create a poster based on that idea.

Note to the Teacher: *It is perfectly fine for several posters to be based on the same idea.*

Let students decorate their posters with markers, crayons, stickers or any other appropriate art supplies. When they are completed, hang them around the room or in the school hallway as a display. (20 minutes)

STEP 5: Ask students: “What are some ways people can work together as group to make sure everyone is treated with dignity and respect?”

Note to the Teacher: *You may have to give some examples so students understand that you are looking for some kind of cooperative activity. Some responses can include: Have*

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students take turns sharing something special and different about them or their families; have special days to celebrate and honor different traditions and customs; standing up for other people when they hear them being insulted or teased, even when those people may not be around to hear it; have students bring something in to class that demonstrates their pride in something about themselves or their families that make them special; make flags or posters together to celebrate different things people are proud about and then share them with each other and hang up around the room.

Discuss that the rainbow flag represents pride of gay and lesbian people. Hold one up or show a picture of one for students to see. Ask if students can think of other symbols that people use to show their pride in their heritage or culture or some other trait about them? Examples are parades, books or movies and religious symbols.

Note to the Teacher: *You may narrow the choices down to those that can be undertaken, or tell the class that you are going to choose one of these great ideas for the class to do together. If there is no time for an additional class project, have students create a pride flag for homework. (5 minutes)*

STEP 6: End the class by thanking students for all of their hard work in thinking about how to show respect and dignity for all people. Say “We all benefit when everyone is treated well. While the ideas we came up with for doing this are a great step towards that goal, creating a world in which everyone is treated with dignity and respect takes a lot of ongoing work. One lesson is not enough. It is up to each of us to keep our commitment to this goal and to remind one another of how important it is for everyone to do their part. (1 minute)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Step 5 is designed to assess Objective one. The creation of posters that hang around the room, or perhaps, in the school hallway as a display for the school community to view, are a demonstration of putting these ideas into action and help to assess Objective two.

Objective two is also assessed in step five. The list that is generated by students should include several suggestions for ways to work together to promote dignity and respect for all people.

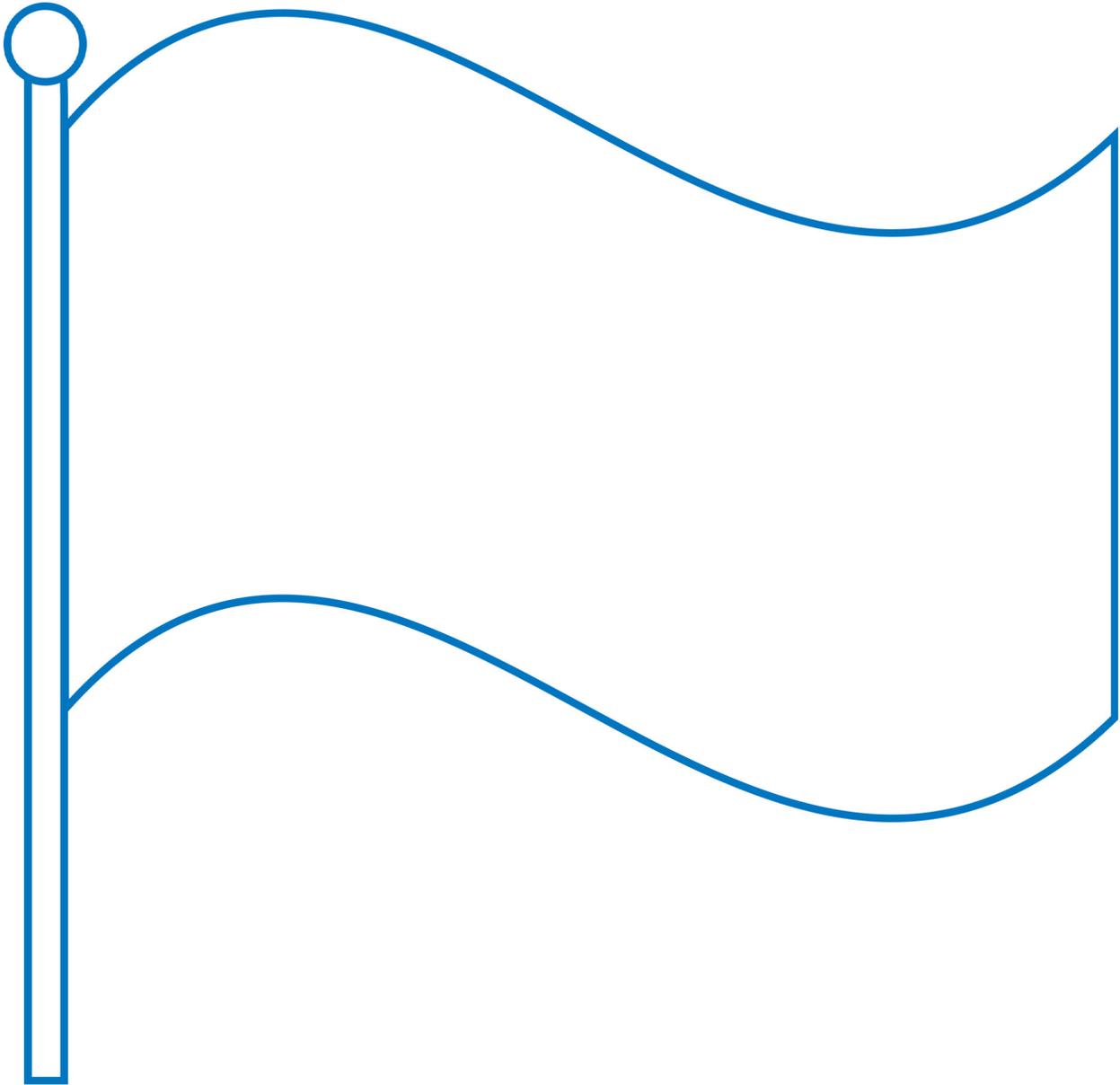
HOMEWORK:

Optional homework:

Have students create “family pride” flags that represent pride in who their family is. This activity can be very simple or more elaborate depending on time and desire. If done as homework, encourage students to create their flags with their family to decide together what to put on the flags and how to decorate them. Have students bring them to class and allow each student a few minutes to describe their flag. Hang the pride flags around the room.

HOMWORK: CREATING YOUR OWN FAMILY PRIDE FLAG

Directions: As we discussed in class, groups of people and families create symbols to represent pride in who they are. Work with a family member to create your family pride flag. You can include things like your heritage, your culture, things you like to do, traditions you have, foods you like to eat, etc. You may decorate it however you like. Be prepared to discuss your flag and all of its symbols of pride with your classmates.



Teasing, Harassment, and Bullying

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

PS.5.CC.1 - Define teasing, harassment, and bullying and explain why they are wrong.

PS.5.INF.1 - Explain why people tease, harass or bully others.

PS.5.IC.1 - Demonstrate ways to communicate about how one is being treated.

PS.5.AI.1 - Identify parents and other trusted adults students can tell if they are being teased, harassed, or bullied.

TARGET GRADE: Grade 3
Lesson 2

TIME: 40 Minutes

MATERIALS NEEDED:

- Newsprint/Board
- Markers
- Writing utensils for each student
- Worksheet: "Bullying, Teasing, and Harassment: How Can You Handle It?" – one per student
- Homework: "Who Can I Ask for Help?" – one per student
- Worksheet: "Teasing, Harassment and Bullying Review" – one per student

ADVANCE PREPARATION FOR LESSON:

Written on newsprint or the board have the following definitions:

- Teasing – Making fun of someone when they don't like it
- Bullying – Hurting someone smaller or weaker on purpose with words or physical attacks.
- Harassment – Continuing to tease or bully someone even after you have been asked to stop.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Explain what teasing, harassment and bullying are and why they are wrong. [Knowledge]
2. Explain why people tease, harass or bully others. [Knowledge]
3. Identify at least two strategies to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Knowledge]
4. Demonstrate at least one way to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Skill]
5. Identify at least two trusted adults they can tell if they are being teased, harassed, or bullied. [Knowledge]

PROCEDURE:

STEP 1: Start the lesson by saying "Today we are going to talk about things that people sometimes do that make other people feel bad. Sometimes we might say something or do something by accident or that we don't realize will hurt someone else or make them feel bad, but I'm not talking about that. We are going to talk about what happens when someone does or says something to hurt another person on purpose. We are going to talk about teasing, harassment, and bullying." (1 minute)

STEP 2: Show students the following definitions on newsprint or the board:

- Teasing – Making fun of someone when they don't like it.
- Bullying – Hurting someone smaller or weaker on purpose with words or physical attacks.
- Harassment – Continuing to tease or bully someone even after you have been asked to stop.

Teasing, Harassment, and Bullying

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Go over each term and provide more explanation by saying: “Teasing is when you make fun of someone or put them down in some way. Sometimes friends can joke with each other and poke fun a little bit but if they are joking, then both people feel it is funny and no one feels hurt. It is not joking, though, if only the person doing the joking finds it funny. Teasing can happen between friends or between people who are not friends and the person who is teasing may be just kidding or may be serious and the person being teased might just be annoyed or they might get very upset. Either way, this is teasing.

Bullying does not happen between friends. Usually, the bully or bullies are stronger, older, or more powerful in some way and the person being bullied is unable to stop them. Bullying can involve hurting another person with words, like put downs or insults or threatening to hurt them or by spreading rumors or telling secrets behind their backs. Or it can involve using their bodies, like pushing them or hitting them, but with bullying, one person is definitely trying to hurt another person on purpose and it usually doesn't happen just one time but keeps on happening.

Harassment is any behavior that makes someone feel bad or uncomfortable and continues even after the harasser has been asked to stop. So both teasing and bullying can be forms of harassment.”

Say, “What all three of these things - teasing, bullying, and harassment - have in common is that a person is being made to feel bad and it is done on purpose. Some students have mistaken ideas about teasing, bullying and harassment that make them think it is okay and so they do it to other people. I'm going to tell you some of these and would like you to tell me why they are not okay.” Tell the class each of the ideas that some people have about teasing, bullying, and harassment and ask for volunteers to tell you why these ideas are wrong. (Depending on the reading level of the class, you may want to ask for student volunteers to read each idea aloud). There can be many appropriate responses. If students are stuck, however, suggest the provided responses below.

- **Sometimes students believe it is okay to bully because they have been bullied or teased in their own life and so they believe this is a normal way of treating others.**

Response: Just because someone did something to make you feel bad, does not mean it is okay to do that to other people. It is important for people to learn how to get along well with each other and then everyone will be better off.

- **Some students believe that it is okay to tease, bully or harass students who are different from them, such as students from different races and cultures, students with disabilities, students with different families, or students who look different.**

Response: These students need to learn that all students are different from one another and all should be treated equally, with respect and understanding.

- **Students sometimes think that bullying will get them a laugh, win them friends or make them feel better about themselves.**

Response: Bullying others will not make you feel better. In fact, students who bully generally are not happy, don't feel good about themselves, and are not liked by others.

Teasing, Harassment, and Bullying

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- **Some students believe that because they belong to a powerful group (for instance, if there are more of them), they are somehow better than students in less powerful groups. This means that they might discriminate against and pick on students from smaller groups.**

Response: Being part of a group can be a really good feeling, if the group is a healthy and supportive one. Being part of an unhealthy group can be bad for you. Groups who think they need to have power over others and don't respect the differences of others are not healthy.

Next, ask students, "Can anyone think of other wrong ideas that some people have about teasing, bullying, or harassment or reasons why they do it?" As students provide responses, encourage them to explain what is wrong about those ideas or reasons. Then say, "It is important to remember that doing something on purpose that hurts someone else, either with words, threats, or physical actions, is always wrong. Now we want to talk about what we can do if another person or a group of people is teasing, bullying, or harassing us." (9 minutes)

STEP 3: Say to students: "Unfortunately, people are sometimes teased, bullied or harassed. If this happens to you, it is helpful to have some ideas about how to respond and how to communicate about how you are being treated and how it makes you feel." Pass out the worksheet; "Teasing, Bullying and Harassment: How Can You Handle It?" Tell students that on this sheet are some strategies for handling someone who is teasing, bullying, or harassing them and ways to make them stop. Read each one aloud. As you read them, ask students to put a check next to the strategies that they think would work for them. (5 minutes)

STEP 4: Tell students, "Now we are going to practice responding to someone who is teasing, bullying or harassing us. Everybody will get a turn." Ask students to form a line and to bring their worksheets with them. Then say: "Please look at your worksheet and the strategies you checked that you think would work for you. I will read a situation that has teasing, bullying, or harassment. When it is your turn, use one of the strategies that you checked to respond to the bully, or come up with a different strategy. Then return to the back of the line. If you only checked off one strategy, you may sit down after you have your turn. Everyone may sit down after their second turn. If you don't think any of the strategies on your worksheet will work for a particular situation, and you can't think of one, it probably means you should go to a trusted adult for help, so instead give the name of someone you could tell about how you are being treated."

Note to the Teacher: *Depending on the number of students in the class, you may only have time to go through the line once. In this case, have students sit down after their turn.*

Once the line is formed, read one of the following scenarios for each student (or come up with some of your own that may resonate with your class. Do not pick something that describes or closely resembles an actual situation someone in the class is currently dealing with or has dealt with to your knowledge.) Tell students that they have a right to pass if they don't feel comfortable taking a turn. Let students take turns using one of the strategies from the worksheet or one that they came up with on their own, to respond to the bullying, teasing, or harassment. It is okay to repeat the same scenario for more than one student since they may have different strategies to apply to the same situation. (15 minutes)

Teasing, Harassment, and Bullying

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Sample Scenarios:

“A group of kids on the playground starts calling you names and you don’t like it.”

“During class when the teacher isn’t looking another student keeps kicking your chair.”

“A student on your school bus keeps whispering to other students about you and laughing. It makes you feel bad.”

“A group of your classmates plays soccer at recess and lets other students join the game but never lets you play.”

“Another student keeps chasing you on the playground and saying they want to kiss you. You have told them a bunch of times to stop but they just laugh and keep doing it.”

“Every time you wear a certain pair of sneakers to school, another student teases you and says they are ugly.”

“A group of students tells you that you have to share your homework with them and if you don’t they are going to beat you up.”

“Another student demands money from you every day and threatens to hit you if you don’t give it to them.”

“A group of your classmates has made up a nickname for you that they think is funny but you don’t. You have asked them to stop using it but they keep doing it anyway.”

“When one of your friends doesn’t like a suggestion or idea you have, they like to say ‘Oh, you’re so gay.’ It really bothers you.”

STEP 5: Pass out the review worksheet. Tell students you would like to see what they remember from the class. Tell them that you would also like for them to practice what they would say to a trusted adult if they needed help with a bully. Have students fill out the worksheet and turn it in. If there is not sufficient time, students can take it home and complete it for homework. If there is time, ask for a few volunteers to share what they would say to a trusted adult for help. Collect worksheets. Tell students: “Teasing, bullying, and harassment and making someone feel bad, frightened or worried on purpose is never okay. If we are being bullied and we can’t stop it ourselves it is important to tell a trusted adult. If we see someone else being bullied we should also tell an adult who can help. It is up to all of us to treat each other with kindness, caring and respect.” (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The review sheet at the end of the lesson is designed to assess objectives 1: Define teasing, harassment and bullying and explain why they are wrong [Knowledge] and 2: Explain why people tease, harass or bully others [Knowledge].

The worksheet: “Bullying, Teasing, and Harassment: How Can You Handle It?” is designed to assess objective 3: Identify at least 2 strategies to communicate about how they are being treated if they are feeling bullied, harassed, or teased [Knowledge]. Students should be able to check off at least two strategies listed on the worksheet or that they come up with on their own and record on the worksheet.

Teasing, Harassment, and Bullying

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

Step 4 and the review sheet are designed to assess objective 4: Demonstrate at least one way to communicate about how they are being treated if they are feeling bullied, harassed, or teased [Skill]. Through the class activity in which students are asked to use one of their identified strategies, they can demonstrate this skill. In addition, on the review sheet, students are asked to write what they would actually say to a trusted adult to communicate how they are being treated. This requires students to demonstrate knowledge of who to talk with as well as knowing what to say.

The worksheet “Who Can I ask for Help?” is designed to assess learning objective 5: Identify at least 2 parents or other trusted adults they can tell if they are being teased, harassed, or bullied. The review sheet also assesses this objective.

HOMEWORK:

Encourage students to practice their strategies for confronting bullying with a parent or guardian at home. Have them ask their family members for ideas for other strategies and to help them practice using them.

**BULLYING, TEASING, AND HARASSMENT:
HOW CAN YOU HANDLE IT?**

What can you do if someone bullies you, teases you, or puts you down?

Here are some strategies to get them to stop. Put a check next to the ones you think could work for you. There are some blanks at the end to add your own ideas.

_____ Ignore them.

_____ Tell them to stop.

_____ Laugh along with them to show it doesn't bother you.

_____ Tell yourself that it's their problem, not yours and don't react further.

_____ Look at the bully, say "So, what?" then walk away.

_____ Say "I'm leaving," or "See ya" and walk away.

_____ Say in a strong voice, "You can't treat me like that" or "Leave me alone"

Teasing, Harassment, and Bullying

Homework

WHO CAN I ASK FOR HELP?

Sometimes, none of these strategies may work. In case you try one of these and the teasing, bullying, or harassment does not stop, then it is time to ask for help from an adult you trust. Think of three people you can ask to help you and write down some reasons for choosing that person.

1. _____

2. _____

3. _____

Teasing, Harassment, and Bullying

Review

Name: _____

TEASING	BULLYING	HARASSMENT
----------------	-----------------	-------------------

From the list of words above, fill in each blank with the correct term for each definition.

1. Making fun of someone when they don't like it is called _____.

2. Continuing to bother someone even after they have asked you to stop is called _____.

3. _____ is hurting someone smaller or weaker on purpose with words or physical attacks.

4. Teasing, bullying, and harassment are wrong because:

5. Sometimes, people have wrong ideas about teasing, bullying and harassment that explain why they do it. Some reasons people tease, bully or harass others are:

6. If I am bullied or teased and I can't stop it on my own, here is what I will say to a trusted adult to explain how I am being treated and why I needed their help.

Feeling SAFE!

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

PS.5.AI.1 – Identify parents and other trusted adults students can tell if they are being teased, harassed or bullied.

TARGET GRADE: Grade 3
Lesson 3

TIME: 40 Minutes

MATERIALS NEEDED:

- Journals for homework assignment (or a blank sheet of paper if you are not using journals with them)
- Worksheet: “SAFE” – one per student
- Worksheet: “Everyone Has A Right to Feel SAFE” – one per student
- Worksheet: “Everyone Has A Right to Feel SAFE - Answer Sheet” - one per teacher
- Extra pencils for students who may need one

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define what a boundary is. [Knowledge]
2. Explain the four steps of the SAFE model. [Knowledge]
3. Apply the SAFE model correctly to scenarios on a worksheet. [Skill]
4. Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable. [Knowledge]

PROCEDURE:

STEP 1: Explain that today you are going to talk about our personal boundaries, and what to do if someone doesn’t respect our boundaries.

Say, “Let’s start with that word, ‘boundary.’ That’s a big word! Can someone tell me what it means to them?” Solicit responses, probing for “a limit on something.” Explain that these limits – boundaries can be physical and they can be personal.

Say, “A physical boundary here at school might be the teachers’ lounge. Who’s allowed to go in there? [Teachers] Who is not allowed to go in there? [Students] So that boundary applies to all students. Our personal boundaries can be different from person to person. For example, one student might love hugs, but another student might not at all. What’s most important to remember is that each person has the right to say how they do and don’t want to be touched – and other people need to respect that boundary. Similarly, if someone tells you they don’t want to be touched in a certain way, you need to respect their boundary.”

Ask, “Is it easy to tell someone when they are touching you in a way that you don’t like?” Some students will say yes, and some will say no. Ask for examples of when it’s easy to tell someone to stop (e.g., when it’s a good friend, when it really hurts) and when it’s not easy (e.g., when it is annoying but you don’t want to make a big deal out of it, when it’s an adult family member).

Say, “Regardless of how hard it might be to speak up, we need to be able to. If not, we won’t feel safe at school, at home or with our friends. And we all have a right to feel safe.” (5 minutes)

STEP 2: Write the word “SAFE” in large capital letters in a vertical line on the board. Say, “Thinking about the word SAFE is how we can remember how to respond to people who are touching us in a way that we don’t want to be touched.”

Feeling SAFE!

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Distribute the blank “SAFE” worksheets. Explain to the class that you are going to give them specific steps they can take to help them stand up for themselves when they feel someone isn’t listening to or respecting their boundaries. Once the sheets have been distributed, ask the students to follow along and fill in the words as you go through them on the board.

Next to the “S” in “SAFE” on the board, write the word “STOP!” As you are writing say, “The S in ‘SAFE’ stands for ‘stop.’ The first thing we need to do is tell the person we don’t like what they’re doing. If we don’t, they might actually think we like it! What’s important, though, is to be clear. If I say ‘stop,’ but I say it quietly and with a smile on my face [do this to model it for the students] am I communicating clearly that I want it to stop? No. What I need to do is look serious and say directly, ‘stop it.’ [Model this for the students] You can use whatever ‘stop’ language feels right to you. What else could someone say?” Probe for: “I don’t like that,” “Cut it out,” “No!” “Don’t do that!”, etc. Make sure the students have completed the word “stop” on their worksheets.

Next to the “A” write the words “Get AWAY,” with “away” in all capitals, and have them do the same. As you are writing, say, “The ‘a’ is about getting away from the person who isn’t respecting our boundaries. If, say, you are sitting with friends and one pinches you, what should you NOT do?” [pinch the person back] “Instead, you want to say ‘stop that’ and move away from that person, which moves us to the next letter in SAFE...”

Next to the “F” on the board, write, “FIND AN ADULT.” As you write, say, “The ‘f’ stands for ‘find an adult.’ Sometimes, other kids, or even adults, won’t listen when we say ‘stop.’ Or, they’ll stop in that moment and then do it again. So if you’ve said STOP, and you’ve gotten AWAY from the person – it may be time to FIND AN ADULT to help you so it doesn’t happen again.”

Ask, “Who are some adults you can go to for help when someone isn’t respecting your boundaries?” Probe for: parents/caregivers, other family members (grandparent, aunt, uncle, etc.), teachers or other adults working at school, friends’ parents/caregivers, etc.

Ask, “But what happens if the person who’s not respecting your boundaries is an adult?” If the students don’t say it, say, “Find another adult. You have the right to feel SAFE in your body – so if an adult is not respecting your boundary, you go right to another adult you know well and trust and tell that person.”

Turn back to the board, and next to the “E” write the word “EXPLAIN,” saying, “Once you’ve found that adult you trust, EXPLAIN clearly to that person what happened and what you said or did in response.” Be sure the students have written the word “explain” on their sheets. (8 minutes)

STEP 3: Explain that you are now going to practice using this SAFE model in real-life situations.

Read the following scenario aloud:

“Coen is a pocker. He loves to poke people. He thinks it’s funny. When he first gets to school, he goes right up to individual kids and gives them a single poke right in the belly button, and yells, ‘poke!’ Some of the kids think it’s funny. Some think it’s annoying, but try to ignore him. Patrick really doesn’t like it. He has a scar from a surgery he had a year before, and whenever he’s touched in that area, it can feel unpleasant, or even hurt.”

Feeling SAFE!

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Say, “So, clearly Patrick doesn’t want Coen to do this anymore. Let’s use the SAFE model together and see what he can do to make it stop.”

Go through the model one letter at a time. With every step, probe with the students how Patrick should do each. For example, “How should Patrick say ‘stop?’” and “If it’s first thing in the morning at school, how can he move away from Coen?” and so on.

Once completed, say, “Great! Now you’re going to practice this on your own.” (5 minutes)

STEP 4: Divide the class into pairs. Once they are in their pairs, say, “I am going to give everyone a worksheet. You will work on it with your partner, but I want each of you to fill it out, so please put your name on your own sheet. You will have two examples, and I’d like you to go through the SAFE model with each example like we just did.” Answer any questions as you distribute the sheets. As they work, walk around the pairs to check they understand what they are doing. (10 minutes)

STEP 5: After about 8 minutes, stop the class and say you are going to go through them together. Ask a student to volunteer reading the first example on the sheet. Once it has been read, ask students to share how they went through the model, providing feedback. For example, some students may say “Poke him back, and then get away!” It is important to address clearly that they shouldn’t do what was done to them – that if they do, they could end up getting in trouble themselves.

After you have gone through the first example, ask for another volunteer to read the second example. Once it has been read, again ask students to share how they went through the model, providing feedback as appropriate. (10 minutes)

STEP 6: Close by reminding students that their bodies are theirs, and that no one has the right to touch them in ways that make them feel uncomfortable. Encourage them to remember the SAFE model, and remind them that they can always go to an adult for help. Collection the worksheets, letting them know they will get them back, and assign homework. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Go through the SAFE worksheets to determine whether students understood and applied the model correctly.

Review homework to ensure they all identified an adult with whom they could speak if they felt their boundaries were not being respected by someone else.

HOMework:

Have students write on a piece of paper (or put in their journals if using journals) the sentence stem, “If I needed to ask an adult for help, I’d ask...” Have them complete that statement with a minimum of 2 sentences saying who they would go to and why.

EVERYONE HAS THE RIGHT TO FEEL SAFE AT HOME, SCHOOL OR AT OTHER PEOPLE'S HOUSES. BUT HOW DO WE FEEL SAFE IF SOMEONE DOESN'T RESPECT OUR BOUNDARIES?

S _____

Get A _____

F _____

E _____

EVERYONE HAS A RIGHT TO FEEL SAFE

Answer Sheet

Name: _____

S - SAY STOP!

A - GET AWAY

F - FIND AN ADULT

E - EXPLAIN WHAT HAPPENED

At school, Jeremy always runs up to Jenny, wraps his arms around her tightly, and says, "You're my girlfriend!" Jenny doesn't like that. Using the SAFE model, how can she respond?

S "Stop it, Jeremy, I don't like that!"

A Run away from Jeremy.

F Go into the classroom where the teacher is.

E Tell the teacher what happened and what you said.

Whenever Chase's grandma comes to visit, Chase is told he has to kiss her. Chase doesn't like to kiss or be kissed, and his grandma's strong perfume makes him feel sick to his stomach. Using the SAFE model, what should he do?

S Say, "I don't feel like a kiss, Grandma."

A Move away from Grandma, maybe into another room.

F Find a parent and say you need to talk with them.

E Explain how you don't like kissing and how Grandma's perfume makes you feel. Say you love Grandma, but you don't want to kiss her/her to kiss you anymore.

**REMEMBER – EVERYONE HAS THE RIGHT TO FEEL SAFE!
IF YOU NEED HELP, ASK AN ADULT IN YOUR LIFE –
THEY WANT YOU TO FEEL SAFE, TOO!**



EVERYONE HAS A RIGHT TO FEEL SAFE

Worksheet

S - SAY STOP!
A - GET AWAY
F - FIND AN ADULT
E - EXPLAIN WHAT HAPPENED

Name: _____

At school, Jeremy always runs up to Jenny, wraps his arms around her tightly, and says, "You're my girlfriend!" Jenny doesn't like that. Using the SAFE model, how can she respond?

- a. _____
- b. _____
- c. _____
- d. _____

Whenever Chase's grandma comes to visit, Chase is told he has to kiss her. Chase doesn't like to kiss or be kissed, and his grandma's strong perfume makes him feel sick to his stomach. Using the SAFE model, what should he do?

- a. _____
- b. _____
- c. _____
- d. _____

**REMEMBER – EVERYONE HAS THE RIGHT TO FEEL SAFE!
IF YOU NEED HELP, ASK AN ADULT IN YOUR LIFE –
THEY WANT YOU TO FEEL SAFE, TOO!**



Personal Timeline

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

TARGET GRADE: Grade 3
Supplemental Lesson

TIME: 40 Minutes

MATERIALS NEEDED:

- Legal-size paper – one piece per student
- Chalk or whiteboard
- Chalk or dry erase markers
- Crayons/markers – enough so that each student can have 2-3

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Recognize at least two stages of normal human development.
2. Identify at least two significant events in their lives at earlier stages of development.

PROCEDURE:

STEP 1: Introduce lesson by explaining to students that today's topic is human growth and development. Remind students that babies are born after nine months of development inside a uterus and that everyone started out as an infant.

STEP 2: Create a timeline on the board by drawing a long line along the bottom. Put the following stages of human development on the timeline and as you write each, ask the class to describe each stage briefly including what people look like and what they typically do during this stage. Stages include:

- Infancy/Babies
- Toddlers
- Big children (elementary school age)
- Adolescents/Teenagers
- Young Adults
- Middle Age Adults
- Older Adults

STEP 3: Brainstorm some common events that have happened to most people and write these on a section of the board. The list might include:

- Learning to walk
- Learning to talk
- Starting school
- Childhood diseases
- Trips

Personal Timeline

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- Learning to ride a bike/swim
- Any injuries (broken bones, etc.)
- Getting or losing a pet
- Losing baby teeth
- New brother or sisters

STEP 4: Next distribute one piece of legal-sized paper and a few crayons/markers to each student. Have them draw a line on the long edge of the paper and write “birth” on the side all the way to the left and their current age on the side all the way to the right. Tell students that they are to write down events that have happened in their lives from birth to present. Tell students not to worry about remembering the exact age they were when everything happened or getting things in the exact right order. Instead they can write words or draw pictures of themselves to indicate the personal milestones. Give students about 10 minutes to complete their personal timelines.

STEP 5: Once ten minutes have passed, gather class’s attention and have them stop their work. Ask them to find two or three people they are seated near and share their timelines in a small group. Give groups about five minutes to gather and share their timelines.

STEP 6: Ask students to return their focus to the large group and lead a discussion based on the following questions:

- What do you think about the events in your life so far?
- What is one that you are looking forward to happening in the next few years?

STEP 7: Close the activity by saying, “Most of you are big children who are approaching adolescence. You have already experienced a lot of important things in your life, but you are just about to begin a time of incredible change. Puberty is a time in our lives when we grow taller and our bodies mature. In 4th and 5th grade you will start to learn about puberty in greater detail as it is another significant event on your personal timeline.”

Source: *When I’m Grown: Life Planning Education for Grades 3 & 4*, Washington DC, Advocates for Youth, updated 2009.

Making Sense of Puberty

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

PD.5.CC.1 – Students will be able to explain the physical, social, and emotional changes that occur during puberty and adolescence.

PD.5.SM.1 – Students will be able to explain ways to manage the physical and emotional changes associated with puberty.

PD.5.CC.2 – Students will be able to explain how the timing of puberty and adolescent development varies considerably and can still be healthy.

PD.5.AI.1 – Identify medically-accurate information and resources about puberty and personal hygiene.

PD.5.AI.2 – Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues.

PD.5.INF.1 – Describe how friends, family, media, society and culture can influence ideas about body image.

TARGET GRADE: Grade 4 Lesson 1

TIME: 40 Minutes

MATERIALS NEEDED:

- 3 Pre-titled newspaper sheets as described
- Teacher's Guide: "Changes of Puberty" – one copy
- Answer Key: "Changes of Puberty" – one per student (to be distributed at the end of class)
- Homework: "Remaining Questions" – one per student
- Handout: "Learning About Puberty Resources" – one per student
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board
- Masking tape
- Extra pencils in case students do not have their own
- "Changes of Puberty" - one copy cut into strips

ADVANCE PREPARATION FOR LESSON:

Take three sheets of newspaper. On the top of the first write, "Physical," on the top of the second write, "Social," and on the top of the third write, "Emotional." Post these at the front of the room with another blank sheet over each to hide what is written there.

Have approximately 30 one-inch pieces of masking tape pre-torn and partially stuck to the board or a desk at the front of the room to save time during the activity. Cut the "Changes of Puberty" sheet along dotted lines to form strips.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least three changes that take place during puberty. [Knowledge]
2. Differentiate between what could be considered physical, social and emotional changes of puberty. [Knowledge, Skill]
3. Explain one thing they can do to manage a physical, emotional and a social change of puberty. [Knowledge, Skill]
4. Identify at least one reliable, accurate source of information about puberty. [Knowledge, Skill]

PROCEDURE:

STEP 1: Tell the class that you are going to be talking about puberty today. Say, "Puberty is something everyone goes through starting at around your age and over their teen years. It has to do with all the ways our bodies change to prepare us for becoming adults. This includes how we change emotionally – and socially – as well as physically."

Reveal the three flipchart sheets and say, "Most people know something about the physical changes of puberty – what our bodies go through. But there are also emotional changes – ways in which we change that has to do with our feelings. And there are also social changes – ways in which we change based on the people we spend the most time with. We are going to do an activity now that looks at these changes."

Making Sense of Puberty

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Divide the group into pairs. Once they are in their pairs, say, “I am going to give each pair two sheets of paper. On each sheet of paper you will see one of the changes of puberty. Please decide whether each one is a physical, an emotional or a social change of puberty. Once you have decided, bring your sheets up to the front of the room, take a piece of tape, and stick it on the sheet you’ve decided they go on.”

Answer any questions, and then distribute two slips from Changes of Puberty to each pair. Tell them they have 5 minutes in which to decide and bring their sheets up to the front of the room and place them on the correct list. (7 minutes)

Note to the Teacher: If you have a larger class, you may wish to break the students into groups of 3 as needed. As you distribute the sheets, try to mix them up so that the pairs/groups receive sheets that go on different lists when you can.

STEP 2: Tell the students you are going to go through each characteristic on the physical changes of puberty to make sure everyone agrees that it is on the correct flipchart sheet. As you do this, provide the information described in the Teacher’s Guide: Changes of Puberty through the physical changes.

Note to the Teacher: As you go through the information with the students, emphasize whenever possible that the changes you are discussing are all normal, but some people go through them sooner than others and this is also normal. (12 minutes)

STEP 3: Say, “Since we just did the physical aspects, we are now going to do social and emotional changes.” Once done, double check the social and emotional changes against the answer sheet, and if anything is incorrect, move the misplaced characteristic to the correct newsprint sheet. Then tell the class that they will be talking about the social and emotional changes – and how they can deal with these changes. Say, “Managing the physical changes is pretty straight-forward – if you have acne, you can use medicine to help make it go away; if a girl has her period, she can manage that with different products. But there isn’t medicine or other products to help with the social and emotional stuff. So how do we deal with those changes?” (2 minutes)

STEP 4: Break the class into new pairs or groups of 3. Distribute one of the social or emotional changes to each group by taking the individual sheets from the newsprint at the front of the room and handing them to the groups. Ask the students to read what is there, and to come up with three suggestions for how kids going through puberty can manage these. Tell them they will have about 8 minutes to work on this. (9 minutes)

STEP 5: Call time. Ask for one group that had a social change to read what was on their sheet and report back what ideas they came up with for managing that change. Then ask a group that had an emotional change to read what was on their sheet and report back what they came up with. With each presentation, ask the rest of the class for their reactions, and whether they have anything they would add. (8 minutes)

STEP 6: Explain that there is a lot of additional information about puberty they need to know. Distribute the answer key with the physical, social and emotional changes of puberty. Then pass out and explain their homework, along with the “Learning About Puberty Resources” handout they are to bring home, share with their parent(s)/caregiver(s), and keep handy if they have questions in the future and want to find the answers out for themselves. Tell the students that the homework is due the next class. (2 minutes)

Making Sense of Puberty

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The sorting activity will meet the first learning objective while their small group work will meet the second and third learning objective. The homework will meet the fourth learning objective.

HOMEWORK:

Students will write down up to three remaining questions about puberty and identify trusted adults from whom they could get information.

Get taller

Grow breasts

Weight gain

**Grow hair under
arms, on legs,
around genitals**

Get acne

**Hair texture
may change**

**Hormones are
raging**

Voice deepens

**Spontaneous
erectiions**

Menstruation

Wet dreams

Hips widen

Voice cracks

Muscle growth

**sweat starts
to smell**

**May want to
try more and
riskier things**

**More
interested in
being with
friends**

**May have more
conflict with
parents**

**Start to become
interested in others/
as more than friends/
finding boyfriends,
girlfriends**

**Peer pressure
increases**

**Mood swings –
feel great one
minute, and then
really sad or angry
the next**

Anxiety and stress

**Intense
feelings**

**Feel self-
conscious about
how your body
looks**

**Might have hard
time making up
your mind/feel
unsure a lot**

**Feel “paranoid” –
everyone’s looking
at/talking about you**

**Might start thinking,
“Who Am I?” – try
to define yourself as
a person**

Changes of Puberty

Answer Key

PHYSICAL CHANGES OF PUBERTY

Get taller

Grow breasts

Weight gain

Grow hair under arms, on legs, around genitals

Get acne

Hair texture may change

Hormones are raging

Voice deepens

Spontaneous erections

Menstruation

Wet dreams

Hips widen

Voice cracks

Muscle growth

Sweat starts to smell

SOCIAL CHANGES OF PUBERTY

May want to try more and riskier things

More interested in being with friends

May have more conflict with parents

Start to become interested in others as more than friends/finding a boyfriend or girlfriend.

Peer pressure increases

EMOTIONAL CHANGES OF PUBERTY

Mood swings – you feel great one minute, and then really sad or angry the next

Anxiety and stress

Intense feelings

Feel self-conscious about how your body looks

Might have hard time making up your mind/feel unsure a lot

Feel “paranoid” – everyone’s looking at/talking about you

Might start thinking, “Who Am I?” – try to define yourself as a person

Learning about Puberty

Handout

Note to Parents/Caregivers: *These resources all provide important, age-appropriate information about puberty and how our bodies change during this time. Please review these before sharing with your child so you feel ready to answer any questions they may have.*

BOOKS

The “What’s Happening to My Body?” Book for Girls – Lynda Madaras

The “What’s Happening to My Body?” Book for Boys – Lynda Madaras

It’s Perfectly Normal: Changing Bodies, Growing Up, Sex and Sexual Health – Robie H. Harris

The Amazing Life of Birds: The Twenty Day Puberty Journal of Duane Homer Leech – Gary Paulsen

American Girl: The Care & Keeping of You: The Body Book for Younger Girls

The Boys Body Book: Everything You Need to Know For Growing Up You

WEBSITES

PBS Kids: It’s My Life: Puberty – <http://pbskids.org/itsmylife/body/puberty/>

Healthy Kids from the American Psychological Association – <https://www.healthychildren.org/English/ages-stages/gradeschool/puberty/Pages/Whats-Happening-to-my-Body.aspx>

Kids Health from Nemours – http://kidshealth.org/kid/grow/body_stuff/puberty.html

Changes of Puberty

Teacher's Guide

Physical

Get taller

- Everyone goes through puberty at different rates. This is totally normal.
- How tall you will be is determined a lot by genes – or whether your biological family members were tall or short or somewhere in between.

Grow breasts

- It is normal for one breast to be slightly larger than the other
- Girls typically develop breasts. Some boys, however, may temporarily develop breasts. This is called “gynecomastia,” and it can be very embarrassing and sensitive to boys. A lot of teasing and bullying can take place when this happens, which is completely inappropriate and wrong. Breast growth among boys usually goes away by itself.

Weight gain

- All young people gain weight during puberty. Sometimes this is due to physical growth; sometimes this is due to an increase in fat on the body. Both are completely normal.
- Many young people try to diet to lose weight during this time – and while it's always important to eat healthy food and exercise, a lot of the weight gain during puberty is temporary and evens itself out if you maintain a healthy lifestyle.

Grow hair under arms, on legs, around genitals

- For people with darker hair, this hair growth may be more pronounced.
- Some people choose to shave this hair, whether it's on the face, legs, under the arms or elsewhere. There is no medical reason to shave, it is only about personal preference. If shaving anywhere near your genitals, it's really important to be extra careful.

Get acne

- During puberty, your body starts producing more oil. The oil and dirt that gets trapped in the pores can lead to pimples or more widespread acne.
- Pimples can appear on the face or other parts of the body, like the back or shoulders.

Hair texture may change

- Not everyone experiences a change in hair quality during puberty, but many people do.
- Previously straight hair will sometimes become curlier or coarser; lighter hair may darken.

Hormones are raging

- Hormones are the natural chemicals found in our bodies. We all have them, whether we are kids or adults.
- Hormones are responsible for all of the physical changes in puberty (as well as some of the emotional ones). During puberty, they're present at really high levels – but they even out a bit once puberty is done.

Voice deepens

- This is more pronounced in boys. But kids of all genders may experience a deepening of their voice during puberty.

Spontaneous erections

- When penises stand up by themselves it's called an "erection." This has been happening since infancy and is totally normal. But during puberty and beyond, it can happen more often and can be more noticeable. Also, the erections can last longer.
- During puberty, erections can happen out of nowhere, or spontaneously. They don't even have to be thinking about or looking at anything in particular. While this can be embarrassing they also tend to go away on their own after a short period.

Voice cracks

- Sometimes, kids' voices will deepen dramatically, going from higher to lower. Other times, there will be a transition between the two where the voice cracks. This can sound funny, but it usually makes the person feel self-conscious. The cracking is temporary, and the voice will be lower at the other end of it!

Menstruation

- One of the most dramatic changes a girl's body goes through is menstruating or getting her period. This is part of the normal monthly cycle where her body is

preparing for a possible pregnancy by building up a lining of blood and body tissue in her uterus.

- Once a month, one of her ovaries releases an ovum or egg. This is a tiny egg, it's not like a chicken egg! This means her body is preparing for when she is older and may want to get pregnant. If she has unprotected penis-vagina sex after the egg is released, that egg will meet with a sperm and then attach itself to the wall of the uterus. When that happens, she is pregnant. If a girl or woman is not pregnant, the lining in the uterus is no longer needed, so it and the tiny egg leave her body during menstruation or her period. This lasts 5 to 7 days. We will talk about this more in another class.

Wet dreams

- When guys' bodies start producing semen – that's the fluid that comes out of their penises that contains sperm, which as you just heard can cause a pregnancy if it meets a woman's egg in her uterus – it's normal for this semen to come out while they sleep. This is called a "nocturnal emission" or a "wet dream."
- Some guys think they've wet the bed, but they haven't. It's perfectly normal, and will happen less and less frequently as they get older.

Hips widen

- This happens to girls, and can range from subtle to more pronounced. It is completely normal.

Acne

- Young people of all genders experience this at some point.
- Usually, this is an occasional zit here and there; sometimes it can be more serious. If you get a lot of acne, talk with a parent or caregiver about seeing a dermatologist (skin doctor).

Muscle growth

- Although girls' bodies and muscles develop during puberty, the greatest amount of muscle growth happens to boys.
- Everyone is different, and even after puberty some boys may be more or less muscular.

Sweat starts to smell

- Puberty is when we tend to see a big increase in how frequently kids shower or take baths. This is also when a lot of young people start using deodorant.

Remaining Questions

Homework

Name: _____

Directions: Write up to three questions you still have about puberty in the space below. Then identify and write the name of a parent/caregiver or other trusted adult you can go to to either answer those questions or help you find a website, book or magazine that has the answer. If possible share your completed worksheet with your parent/caregiver and ask for their thoughts too.

I. Questions I still have about puberty include:

A. _____

B. _____

C. _____

II. I know I can talk to these trusted adults if I have questions:

A. _____

B. _____

C. _____

Figuring Out Friendships

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

HR.5.CC.1 – Describe the characteristics of healthy relationships (e.g., family, friends, peers).

HR.5.INF.1 – Compare positive and negative ways friends and peers can influence relationships.

HR.5.AI.1 – Identify parents and other trusted adults they can talk to about relationships.

TARGET GRADE: Grade 4
Lesson 2

TIME: 40 Minutes

MATERIALS NEEDED:

- “Healthy and Unhealthy Relationships Quiz” – one per student
- “Healthy and Unhealthy Relationships Quiz – Answer Key” – one for teacher
- Handout: “Trusted Adults” – one per student
- Homework: “Circles of Trust” – one per student
- Newsprint/Board and markers/ chalk
- Worksheet: “Positive and Negative Influences on Relationships” – one per student

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least 3 healthy and 3 unhealthy characteristics of relationships. [Knowledge]
2. Compare at least 2 positive and 2 negative ways friends and peers can influence relationships. [Knowledge]
3. Identify at least two trusted adults they would talk to about a relationship. [Knowledge]

PROCEDURE:

STEP 1: Tell students that today you are going to talk about healthy and unhealthy aspects of relationships and who they can talk to about them. Ask students, “What do you think of when I say the word ‘relationship?’” If students respond that it means dating or romance, ask “Does a relationship always have to mean two people dating?” (No). “What are some different kinds of relationships that people can have?” (Possible answers include: friendship, romantic, relationship between family members or between a child and an adult such as a parent, teacher, coach, doctor, etc.). Tell students that for this class you want to focus on relationships that children or teens might have with each other, whether friendships or dating relationships. (3 minutes)

STEP 2: Hand out the “Healthy and Unhealthy Relationship Quiz” to students and ask students to pair up with someone and complete it together. Then have the pairs discuss those that they might not agree on. (10 minutes)

STEP 3: Bring students back together as a large group. Go over the quiz by asking for volunteers to give the correct answer and to explain their reasons for their answers. If there are disagreements or misunderstandings, provide explanations for correct answers included in the answer key. Then say, “Now that we know some traits of healthy and unhealthy relationships, let’s think about ways the friends and peers can influence a relationship in positive and negative ways. Hand out the worksheet, “Positive and Negative Influences on Relationships.” Allow students five minutes to fill these out. Then, reconvene the class and ask students to share some examples from their sheets.

Note to the Teacher: *The individual worksheets are intended for assessment purposes. After filling these out, students can add ideas to them as the lesson progresses and they continue to learn. After the lesson, have students hand these in.*

Figuring Out Friendships

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Say, “What are some examples of things that friends might do or say that can help a friendship in a positive way? That keep it healthy?”

Note to the Teacher: *Some possible responses are: They keep your secret; they help you learn a new game; they don't get upset with you if you cannot do things that they can do; they include you in games and other activities; they stay with you when they are sad; they listen to your ideas even if they are different from their own; they take turns in games or deciding what to do; they are honest with you; they care about your feelings, etc.*

Then say, “What are some examples of things that friends and peers might do or say that can influence a relationship in a negative way? That make it unhealthy?”

Note to the Teacher: *Some possible responses are: They ignore your feelings if you are sad or upset; They jump in front of you in line; They take things from you without asking; They don't invite you to play when a group is together; They hurt your feelings and do not apologize; They tease you even though you ask them not to; They stand by while you are being bullied and do not do anything or tell anyone; They talk about you behind your back; They lie to you; They pressure you to do things you do not want to do, etc.). (20 minutes)*

STEP 4: Tell students, “It can sometimes be hard to know if you are in a healthy or unhealthy relationship. It can be confusing. As we just talked about, even people in healthy, good relationships argue and disagree. Also, they can hurt each other's feelings without meaning to. What can you do if you are having a problem or trouble with a relationship?” Ask for student responses. These may include: Tell the other person how you feel; end the relationship; talk with someone about it. After collecting some responses, tell students you want to focus on talking with someone about it.

Note to the Teacher: *If students don't come up with this idea on their own, suggest it to them and then begin the follow-up discussion below. (2 minutes)*

STEP 5: Tell students that there are many different people they can talk with if they are having a problem in a friendship or other relationship. Sometimes people talk with other friends or classmates, but sometimes it can be really helpful to talk with a trusted adult. Pass out the “Trusted Adult” handout. Read and review it with students, then ask students to think of a few adults in their life who they have gone to with a question or a problem or who they can imagine going to with a problem in the future. Divide the board/newsprint into three categories: Family, adult neighbors and friends, and Adult helpers in the school or community. Ask students, “What types of people could possibly be trusted adults in your life? As students brainstorm suggestions, record their answers under the appropriate columns.

Note to the Teacher: *Possible answers may include: Under “Family” – parents or guardians, grandparents, older siblings or cousins aunts and uncles; under “Adult neighbors and friends” – family friends, next door neighbor, parent of a friend; under “Adult helpers in the school or community” – teachers, principals, school nurses, police officers, doctors, clergy. Tell students to remember that the most important thing is always to go to an adult who makes them feel safe and comfortable; someone who is trustworthy. If a person they trust does something to make them feel uncomfortable or unsafe, there are always other trusted adults they can go to. (8 minutes)*

STEP 6: Pass out the “Circles of Trust” homework worksheet. Tell students that the purpose of this homework activity is to show that they are surrounded by adults who care about them

Figuring Out Friendships

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

and who can help them to solve a problem that may be too big to solve on their own. Tell students that the center circle is labeled “Me.” Say, “Around you, you have your family, and each family is unique. For homework, write the names of the people in your family you can talk with or go to if you are having a problem in a friendship or relationship, or some other problem. In the next circle is “Adult Neighbors and Friends.” In this circle, write the names of the trusted adults that would fall into this category who you could go to about a friendship or relationship problem, or some other problem. The outside circle is labeled “Adult Helpers in the School and Community.” These are the people who surround you when you are away from home. Write the names of people in school and the community who you could ask to discuss a relationship issue or some other problem. On the bottom of the handout, have students fill out the following statement:

“If I wanted to talk with someone about a friendship or other relationship problem I was having, the two people from my circles of trust I would most likely go to first are:”

Encourage students to share their homework with a trusted family member. (2 minutes)

***Note to the Teacher:** Encourage students to fill out the “Circles of Trust” worksheet in consultation with a family member but tell them that this is not a requirement. It is possible that a student does not have a trusted adult in their home or family. In such a case, the student should feel empowered to fill out the worksheet on their own.*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Learning objective one will be measured through student responses to the Healthy and Unhealthy Relationships Quiz.

Learning objective two will be assessed through the worksheet: “Positive and Negative Influences on Relationships” that students complete in Step 3.

Learning objective three will be measured through student completion of the Circles of Trust Homework assignment.

HOMEWORK:

“Circles of Trust” worksheet as described above.

TRUSTED ADULTS

Who is a trusted adult? A trusted adult is someone you can talk with about anything; someone you feel happy being around; someone who is a good listener; or someone who has helped you before.

What kinds of things can you tell a trusted adult about?

Anything you want to; things that make you feel scared, uncomfortable, or confused; a problem you are having including a problem in a friendship or other relationship that is a problem. A trusted adult will try to help you no matter what the problem is.

What would a trusted adult do if you told them that something bad or dangerous had happened to you or you were worried that something might happen to you?

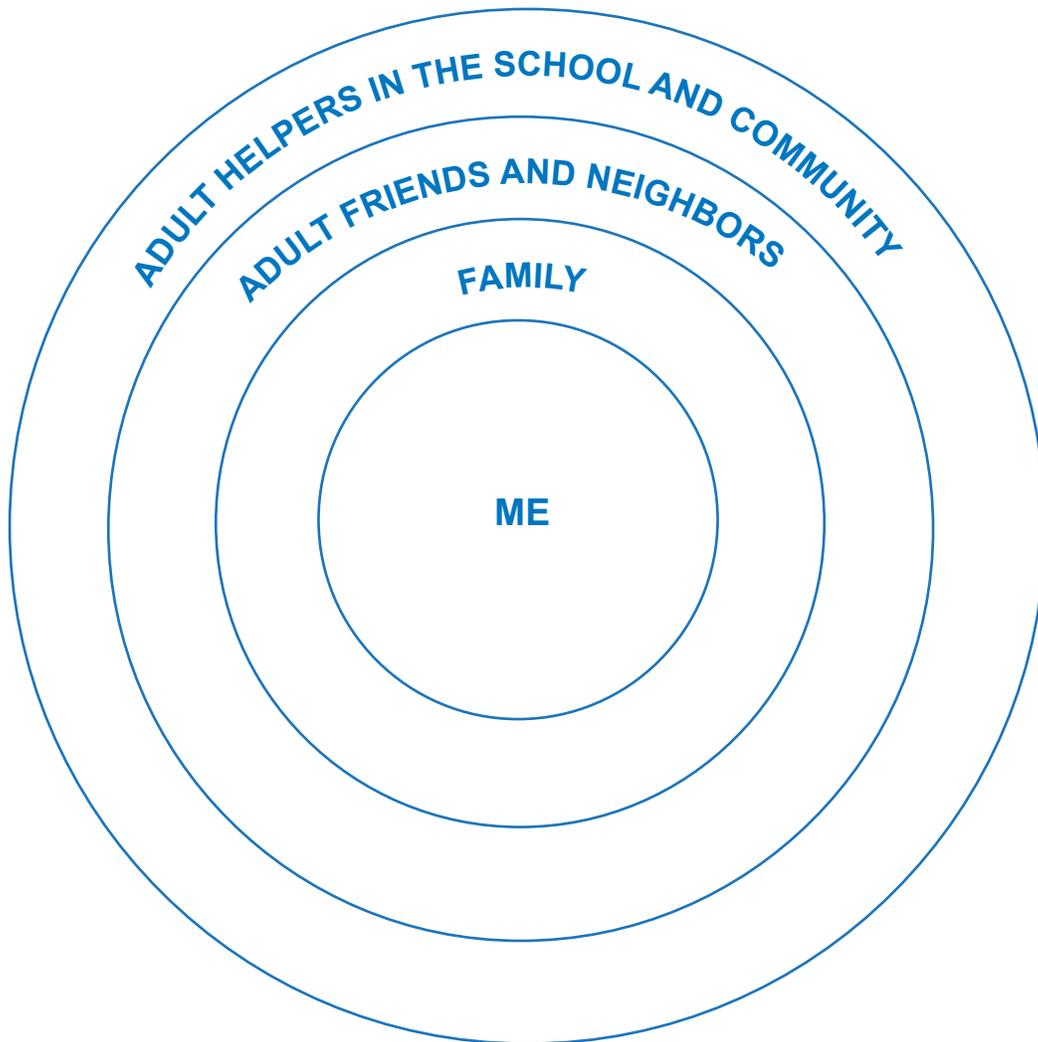
A trusted adult would try to help you solve the problem, be understanding, get help, and work hard to keep you safer.

Do I only need one trusted adult in my life? Some people have one person who they talk with about any issue or problem they are facing. Some people have different trusted adults they talk to depending on what they want to talk about. It is good to be able to identify who you would talk to in different situations.

Circles of Trust
Homework

Name: _____

Directions: In each circle surrounding “Me,” write the names of the trusted adults who you could go to about a friendship or relationship problem, or some other problem.



If I wanted to talk with someone about a friendship or other relationship problem I was having, the two people from my circles of trust I would most likely go to first are:

Positive and Negative Influences on Relationships

Worksheet

Name: _____

Things that friends and peers might do or say that can influence a relationship in a positive or healthy way:

Things that friends and peers might do or say that can influence a relationship in a negative or unhealthy way:

Healthy and Unhealthy Friendship Quiz

Quiz

TRUE OR FALSE

Write 'true' if the description is of a healthy friendship and write 'false' if the description is of an unhealthy friendship.

1. _____ Spend all of their time together.

7. _____ Always think the same way and never argue.

2. _____ Put pressure on each other to do something they may not want to do.

8. _____ Do what the other person wants to do even if they don't want to or don't think it's a good idea.

3. _____ Only wear clothes that the other person likes or approves of.

9. _____ Stand up for each other when they are being teased or bullied.

4. _____ Share personal information and trust each other.

10. _____ Only hang out with each other and don't have any separate friends.

5. _____ Do what the other person wants so they won't get mad at them.

11. _____ Say nice things to each other to their face but spread rumors behind their backs.

6. _____ Don't get insulted or take it seriously when the other person teases them (like calling them names like stupid or lazy or swearing at them).

12. _____ Tell an adult if they think the other person is doing something harmful or dangerous.

HEALTHY AND UNHEALTHY RELATIONSHIPS – ANSWER KEY

1. **FALSE.** People in healthy relationships usually have outside interests as well that don't include each other. For example, one person may play soccer while the other doesn't play soccer but takes an art class. They don't have to share everything the same.

2. **FALSE.** People in healthy relationships don't insist that the other person do what they want to do. Putting pressure on someone to do something is not a sign of respect or friendship.

3. **FALSE.** Even people who are very close have their own taste and style and their own sense of what is good to wear (or how to wear their hair, what sneakers to buy, etc). No one should have to rely on a friend to tell them how to look. Of course, it is perfectly fine to ask a friend or someone whose taste you trust, their opinion, but in the end each person gets to decide for themselves.

4. **TRUE.** People in healthy relationships often share personal concerns, stories, and experiences with each other that they wouldn't share with other people who may not be close friends or who they just don't know very well. They should be able to have the expectation that the other person will keep that personal information private and not tell anyone, unless they feel that keeping the secret can be harmful or dangerous to their friend, in which case they may tell a responsible adult.

5. **FALSE.** Healthy relationships are equal relationships, meaning both people get to have a say in what they do together. If one person gets angry because the other won't do what they want, that is not respectful and is not an equal relationship. It's okay to be annoyed with someone who doesn't want to do what you want to do, but that doesn't mean the other person has to give in if they feel strongly about it.

6. **FALSE.** People in healthy relationships should never call other people names, or tease one another with words that can be hurtful. Healthy joking around doesn't include insults, put downs or threats.

7. **FALSE.** Disagreements are fine and perfectly healthy. It would be more unhealthy if there were never any disagreements because that might suggest that one person is getting their way all the time and the other person is giving in all the time. People in healthy relationships discuss their viewpoints and feelings together to reach a solution.

8. **FALSE.** Just like it is not okay to pressure someone into doing something they don't want to do, it is not healthy to do what another person wants if you don't want to. It is okay to compromise sometimes but if something just sounds like a really bad (or dangerous, or wrong, or just not at all interesting) idea, you shouldn't do it.

9. **TRUE.** It can be really difficult for someone, even a good friend, to stick up for someone who is being teased or bullied because they are afraid that they may then be bullied, too. When friends stick up for each other, however, they are less likely to be bullied. If it is impossible to stick up for them because it doesn't feel safe, it is important to find an adult to tell who can intervene. Helping a friend when they are in trouble is very important to a healthy relationship.

True or False

Answer Key

10. **FALSE.** People in healthy relationships enjoy each other's company but can also have separate friends they might want to hang out with by themselves, without the other person. Good friends don't worry about that or get jealous of the other friends.

11. **FALSE.** Being a good friend means being a good friend when you are together or apart. Nobody likes people saying mean things about them or spreading rumors behind their back. People in healthy relationships always treat the other person with respect whether they are together or apart.

12. **TRUE.** While it is important to be able to keep certain things private that someone shares, it is NOT a sign of a healthy relationship to keep a secret when someone is doing something unsafe or is in a situation that might harm them. A good friend's first priority in such a situation would be the safety and well-being of the other person, even if the other person doesn't think so. Sometimes people don't recognize when they are in trouble. Having someone who cares enough about them to get them help is important.

Your Body, Your Rights

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

PS.5.CC.2 – Students will be able to define sexual harassment and sexual abuse.

PS.5.AI.2 – Students will be able to identify parents or other trusted adults they can tell if they are being sexually harassed or abused.

TARGET GRADE: Grade 4
Lesson 3

TIME: 40 Minutes

MATERIALS NEEDED:

- Worksheet: “What Do You Know about Sexual Abuse?” – one per student
- “Teacher’s Guide: What Do You Know About Sexual Abuse?” – one per teacher
- Homework: “What We Talked about Today” – one per student
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board
- Extra pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Speak with the school counselor and let them know that you will be addressing this topic in class today in case the topic triggers students to come forward about themselves or someone they know being abused or harassed.
- Review the “What Do You Know about Sexual Abuse?” teacher’s guide

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms “sexual abuse” and “sexual harassment.” [Knowledge]
2. List at least 3 accurate facts about sexual abuse among young people their age. [Knowledge]
3. Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed. [Knowledge]

PROCEDURE:

STEP 1: Start the session by explaining that you are going to be discussing a particularly sensitive topic today, sexual harassment and abuse. Acknowledge that the students may have learned a bit over the past few years about bullying and harassment in general. Explain that the main difference in today’s lesson is that you are going to be talking about abuse and harassment that are sexual in nature.

If you created groundrules at the beginning of the unit, remind students about them. If not, say, “As you will hear shortly, sexual abuse – even among students your age – is more common than you think. Please keep in mind that it is very possible that students in this class may know people who have experienced this. So let’s be sure to ask questions and discuss this topic as sensitively and respectfully as we can.” (3 minutes)

STEP 2: Say, “When you were younger, you might have heard an adult talk with you about a ‘good’ touch vs. a ‘bad’ touch. Does anyone remember the difference between the two?” Probe for: good touch is a touch that feels “right” – that makes you feel safe and loved and bad touch as being a touch that makes you feel uncomfortable, bad, scared or that physically hurts. In this case, a bad touch would include someone touching your body, especially your genitals, for any reason

Your Body, Your Rights

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

other than for a health issue. Say, “At your age, even if the way someone touches your genitals feels good, no one should touch your genitals – nor should they ask you to touch theirs.”

Say, “Sexual harassment is kind of like bullying. It’s behavior that’s designed to embarrass you or make you feel bad about yourself, but again, that relates to something sexual. This might include unwanted touching, telling sexual jokes that make you feel uncomfortable or passing you sexual drawings or notes. Many times, it’s done by someone who has power over the person they’re harassing. For example, the harasser may be an older student or adult, someone who is very popular at school, etc. It’s sexual harassment if it goes on for a while and makes you feel uncomfortable or unsafe – or distracts you so much you find it hard to pay attention at school or enjoy the things you do outside of school.” (3 minutes)

STEP 3: Divide the class into pairs. Tell them you are going to distribute a worksheet that you would like them to complete together that has some information about sexual abuse. Tell them that if they don’t know the answer to a particular question they should just guess. Distribute the worksheet, “What Do You Know about Sexual Abuse?” and tell them they will have 5 minutes in which to complete it with their partner. (7 minutes)

STEP 4: After about 5 minutes, ask the students to stop wherever they are. Ask them whether they felt like they knew a lot of the answers, some or none. After a few responses, go through the worksheet, asking for different pairs to volunteer to answer each one. Use the “What Do You Know about Sexual Abuse?” teacher’s guide to provide the correct answers, as well as some additional, important take-home points about each. (14 minutes)

STEP 5: Tell the students, “It might seem pretty easy to make sexual abuse stop, right? All you need to do is go tell an adult you know well and trust. But that doesn’t happen all the time. What are some reasons why you think someone might not tell at first?” Probe for: “They might feel embarrassed,” “they might feel like it’s their fault,” “they might not get that what’s happening is abuse or wrong,” “they might feel scared because the person said they’d hurt them or someone in their family if they told,” etc. After you’ve heard from a number of students, tell them that, no matter what, no one has a right to touch them in ways that feel uncomfortable or bad; that no one has a right to abuse or harass them sexually, whether at school, at home or anywhere else. Explain that you are now going to work to come up with some ideas of how a person can talk with a trusted adult if they or someone they know is being sexually abused (5 minutes)

STEP 6: Divide the class into different pairs. Tell them that one will be the writer but both will participate. Say, “Talking about sexual abuse can be tough. Imagine a friend comes to you and tells you they’re being sexually abused and they want it to stop. What are some things you can suggest they do if they’re nervous about telling an adult?” Ask the pairs to each write down one adult they could talk to if this were happening to them or someone they know. Tell them it is okay if they both say the same person in their lives.

Then instruct them to come up with five ideas – or as many as they can in 2 minutes -- of how a young person could tell an adult they are being abused. Provide an example as a guide:

“Be direct. Just say, ‘I have something to tell you but I don’t know how to say it.’”

Your Body, Your Rights

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

After about 2 minutes or before then if most of the students have generated their lists quickly, ask for some examples. Write them up on the board or on flipchart paper, probing for or adding the following:

- Draw a picture
- Text or email a parent or caregiver
- Tell it to your teacher in a class journal or assignment
- Write a note that says, “I need to talk” or “I need help”
- Write a note that tells the whole story
- Close your eyes or turn your back and tell
- Use a stuffed animal to do the telling
- Start by just talking about the feelings you are having before talking about why you’re having them
- If your parent/caregiver has a car, wait until you’re in the car so you don’t have to talk about it face-to-face

Say, “These are some really good ideas. As you can see, there are many ways a person can bring this up. And please remember that the school counselor is always available to speak with you about this or any other issue you may need to talk about. One last idea is if you really feel like you cannot talk with an adult in your life, you can call this hotline: 1-800-4ACHILD.” Tell the students that even though you’ll be erasing this at the end of class, you will always have this number available if anyone wants it and didn’t remember it or didn’t feel they could write it down.

Distribute the homework assignment and provide instructions. Tell the students they need to bring this in to the next class you have together. (8 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- Since you will be providing definitions and the correct answers to the worksheet in class, students will have received at least three facts about sexual abuse, which are the first and second learning objectives.
- The in-class discussion of who they would tell about sexual abuse, as well as ideas for how they could tell, will be part of the assessment for the third learning objective. This will also be assessed by the completion of the homework activity.

HOMEWORK:

Have students bring home and complete the “What We Talked about Today” worksheet with a parent or caregiver. Collect during the next class session.

What Do You Know About Sexual Abuse?

Teacher's Guide

Instructions: Go through the teacher's guide, providing the correct answers to the students. After sharing the correct answer, share some of additional information and take-home messages outlined below. While this is formatted as a lecture, feel free to conduct this as a back-and-forth discussion with your students, which will help you get a sense of what they know coming into the lesson.

1. At what age are kids MOST likely to be sexually abused?

- A. 2 to 5 years old
- B. 7 to 13 years old
- C. 14 – 18 years old
- D. Kids under 18 don't get sexually abused.

Say, "The information we have about sexual abuse is limited. We are pretty sure that even more kids are abused than we know about because so many are scared to come forward and say something. But from what we know, the most common age for sexual abuse to happen is 7 to 13 years old. Now, that does not mean that ALL children ages 7 to 13 will be abused – not at all! But when kids are this age, they tend to have more unsupervised time without the adults they know and trust around them. Also, they have not learned to speak up for themselves as much as older kids. That's something we're going to take care of later in this lesson."

2. Which of the following statements is TRUE:

- A. Only girls can be sexually abused
- B. Only boys can be sexually abused
- C. Anyone can be sexually abused, no matter what their gender is
- D. Boys are more likely to be sexually abused

Say: "There's a myth out there that only girls are sexually abused, but that's not the case. As I shared before, we don't completely know how many people have experienced this as students. But based on the number of adults who were sexually abused as children, one estimate is that 1 in 4 girls and 1 in 6 boys is sexually abused during their lifetime."

3. With which of these students can sexual abuse happen?

- A. Students whose parent(s) have more money or a nicer home than others
- B. Students whose parent(s) have less money or a more modest home than others
- C. Students who only have one parent or are being raised by another family member
- D. All of the above

What Do You Know About Sexual Abuse?

Teacher's Guide (cont.)

Say, "There's nothing about where you live, or how you're growing up, that means you will or won't experience sexual abuse. It can happen to anyone. It has to do with speaking up if anyone makes you feel uncomfortable in any way. It also means knowing that YOU can never touch anyone else in a way that makes them feel uncomfortable or bad, whether that's now or when you're older."

4. Which is true about the people who sexually abuse others?

- A. Most are men
- B. Most are people the child knows, not strangers
- C. Most have jobs where they can spend time around kids
- D. All of the above

Say, "All of these statements are true. I want to say again that just because most sexual abusers are men, that does NOT mean that ALL men are or will be sexual abusers. It's really important that you don't walk away scared of the men in your life. We just want you to be sure you are really aware of how the grown ups in your life are with you and how you feel about that – and again, to know who you can go to if anything does not make you feel comfortable."

5. If someone you know is being sexually abused, what might you notice?

- A. A change in mood – someone who's usually happy and outgoing becomes quiet or irritable
- B. They won't want to participate in fun things you used to do together and may not give a reason for that
- C. They might wear big, bulky clothes to cover as much of their body as possible – even in warmer weather
- D. All of the above

Say, "Someone who is being sexually abused might show some, all or none of these. Everyone is different. These can also happen when kids are going through something else really major at home – like if someone close to them has passed away or their parents or caregivers are separating. You all aren't counselors – I'm not even a counselor! But if you notice a change in a friend's behavior like what's named here, ask them if they're okay. Encourage them to go tell an adult if they need some support. Say that you'll go with her or him to talk with that adult if they want. Just don't keep it a secret – there's no reason why anyone should have to endure sexual abuse. But you need to speak up in order to make it stop."

What Do You Know About Sexual Abuse?

Worksheet

Instructions: Go through the worksheet with your partner and circle the correct answer. We will be going through the answers when you're done, so if you're not sure, feel free to make your best guess.

1. At what age are kids MOST likely to be sexually abused?
 - a. 2 to 5 years old
 - b. 7 to 13 years old
 - c. 14 – 18 years old
 - d. Kids under 18 don't get sexually abused.
2. Which of the following statements is TRUE:
 - a. Only girls can be sexually abused
 - b. Only boys can be sexually abused
 - c. Anyone can be sexually abused, no matter what their gender is
 - d. Boys are more likely to be sexually abused
3. With which of these students can sexual abuse happen?
 - a. Students whose parents have more money or a nicer home than others
 - b. Students whose parents have less money or a more modest home than others
 - c. Students who only have one parent or are being raised by another family member
 - d. All of the above
4. Which is true about the people who sexually abuse others?
 - a. Most are men
 - b. Most are people the child knows, not strangers
 - c. Most have jobs where they can spend time around kids
 - d. All of the above
5. If someone you know is being sexually abused, what might you notice?
 - a. A change in mood – someone who's usually happy and outgoing becomes quiet or irritable
 - b. They won't want to participate in fun things you used to do together and may not give a reason for that
 - c. They might wear big, bulky clothes to cover as much of their body as possible – even in warmer weather
 - d. All of the above

What We Talked About Today

Homework

Dear Parents/Caregivers: Today in class, we talked about the very important topic of sexual abuse and harassment. We encouraged students to talk with you if they ever feel uncomfortable with how someone acts with them, even if that person is an adult. For tonight's homework, we are asking you to have a conversation with your child and come up with the answers together. Please be sure your child hands this in the next time we have class so I know you did it. I will be sure to return it to you so you will always have it at home.

For Student to Share with Parent/Caregiver:

Here are three things I learned today in class about sexual abuse and harassment:

- 1.
- 2.
- 3.

For Student to Share with Parent/Caregiver:

If I or someone I know is being sexually abused or harassed and I told you about it, here's what I'd want you to say or do:

For Parent/Caregiver to Discuss with Student:

If for any reason you feel you can't tell me what's going on, here are some other adults we feel you could go to about this:

Student Signature: _____

Parent/Caregiver Signature: _____

Taking a Stand Against Bullying

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

PS.5.SM.1 – Students will be able to discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied.

PS.5.ADV.1 – Students will be able to demonstrate skills for persuading others to take action when someone else is being teased, harassed or bullied.

TARGET GRADE: Grade 4
Lesson 4

TIME: 40 Minutes

MATERIALS NEEDED:

- Computer with internet access
- LCD projector and screen
- Handout: “Our Upstander Story” – one per every four students in the class, plus some additional copies if students feel they need to start over (Note: There are two versions of this handout for variety; each group should receive only one)
- Homework: “Making a Difference to Stop Bullying” – one per student
- Sheets of lined notebook paper (if students do not have their own) – at least 15 sheets
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board
- Extra pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Talk with the IT person at your school to be sure you can access YouTube for the lesson, or ask them to help you download the video listed in the lesson to your desktop for remote use.
- Have the YouTube video queued up to the start to avoid any ads or delays at the beginning.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Differentiate between the terms “upstander” and “bystander.” [Knowledge, Skill]
2. Describe the four steps involved in being an upstander when bullying is happening. [Knowledge]
3. Demonstrate effective ways of intervening when someone else is being bullied by creating and acting out a skit that integrates the four upstander steps. [Knowledge, Skill]
4. Demonstrate an understanding of how being an upstander can inspire others to stand up against bullying. [Knowledge]

PROCEDURE:

STEP 1: Explain that you know that the students have learned about bullying over the course of their time in elementary school, both at school and out in the world. Tell them that today you are going to focus on what they can do if they see someone else being bullied. (1 minute)

STEP 2: Show the following video on Upstanding: <https://www.youtube.com/watch?v=eeqQCyQOCPg>. Once the video is done, say, “Okay, so Zed talked about something called an ‘upstander.’ Can someone remind me of what he said, and how that’s different from being a ‘bystander’?” Probe for the idea that they are both what they sound like – that a bystander sits or stands by while something else is going on and doesn’t do anything about it. An upstander, however, will see something going on that’s wrong and figure out a way to stand up for what’s right – without putting themselves in harm’s way or getting into trouble.

Say, “Zed also shared four things you can do if you see someone being bullied. Can someone remind me of what those were?” Probe for:

- Be a buddy
- Interrupt the bully

Taking a Stand Against Bullying

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- Speak out
- Tell someone

As the students share these four messages, write them on the board. Explain that people can do some or all of these to help someone who's being bullied – but that even doing just one makes someone an upstander.

Say, “What we just saw was a cartoon – but we want to take what they were talking about and apply it to real life.” (8 minutes)

STEP 3: Tell the students they are now going to come up with their own scenes that put those four things into practice.

Divide the class into groups of 4. Once they are in their groups, distribute one of the two worksheets, titled, “Our Upstander Story.” Ask them to decide who will be the recorder for their group. Have that person write all of the group members’ names at the top of the sheet.

Next, ask them to think of a scene they could create where someone is being bullied – and where an upstander makes a difference. They are then to create an actual scene that their groups will act out in front of the class to show upstander behavior. Be sure to tell them that there may not be time for every group to act out their scene.

Give them the following guidelines for the activity:

- They must use at least two of the four upstander steps listed on the board.
- They cannot come up with a scene in which the upstander(s) bully the bully, or get physical in any way.

Tell them you are going to give them about 15 minutes in which to create their scene by completing the worksheet as a group. Emphasize that you are expecting them to take working on this activity seriously. As they start working, walk around the room to give guidance or pass out additional sheets of paper if any groups make mistakes or wish to start over.

***Note to the Teacher:** As you are walking around to check in, be sure to eavesdrop on the scenarios they are creating to ensure students do not use inappropriate language or create scenarios that are offensive or attempt to be funny or silly. (16 minutes)*

STEP 4: Call time and ask for groups to volunteer acting out their scenes. Remind the students that there may not be sufficient time to go through all of the scenes. After each, ask the class which of the four steps to being an upstander to bullying they noticed. (10 minutes)

***Note to the Teacher:** In some cases, some inappropriate language or humor you did not catch during their work time may come up. This could include profanity, such as the students calling the bully certain names. If this were to happen, interrupt the scene, ask the students in that group to sit down, and either “take over” the scenario – meaning, continue to discuss the example with the larger class – or simply move on to the next group. You can then address the inappropriate behavior with those students after class.*

Taking a Stand Against Bullying

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

STEP 5: Once all the groups have gone, or once there are 5 minutes remaining in class, ask: “What did all of the skits have in common?” The answers will be determined by what the students create; probe for, however, the concept that when there was an upstander in the situation, the bullying stopped.

Say, “Speaking up when you see someone else being treated badly or being hurt takes courage. It can be scary – but it’s really important. Sometimes, all you need to do is have the courage to run and get an adult who can come and make the situation stop. If no one’s nearby, however, now you have some other options for making this kind of behavior stop.”

Collect the worksheets with the scenes written on them. Distribute the homework sheets and ask them to complete them for the next class session. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The discussion following the video, as well as the creation of the skits, will help the teacher determine whether the students understand the differences between being an upstander and a bystander. The skit creation will enable the teacher to determine whether students understood the four bystander steps based on how they applied them to their scenes, which will be handed in at the end of class. The homework assignment will provide individual feedback on whether the last learning objective was met.

HOMEWORK:

Distribute the worksheet: “Making A Difference to Stop Bullying” and ask them to hand it in during your next class.

Making a Difference to Stop Bullying

Homework

Name: _____

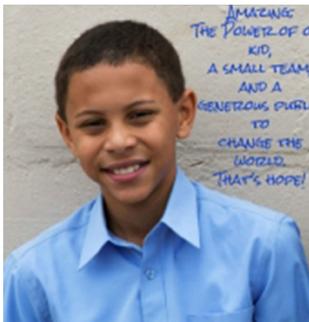
Date: _____

Directions: A lot of times, kids experience or witness bullying and don't feel like they can do anything to make a difference. That's not true! These are just a few of the many young people who have experienced or witnessed bullying, and used what they went through to work to reduce bullying toward other kids. Once you've read the descriptions, please answer the questions that follow.



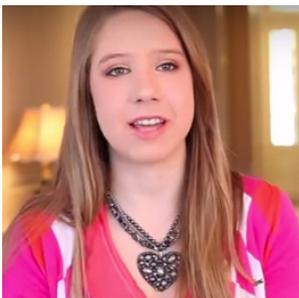
Vanessa VanDyke

At 13, Vanessa was teased by other kids because she wore her curly hair natural, without any products or treatment. She was told that her hair was a “distraction” and that she needed to style it differently. This made Vanessa feel awful about herself – so she and her family stood up on behalf of people who are made fun of just because of how they wear their hair by creating a line of natural hair care products for girls with naturally coily, curly, wavy, and kinky textured hair. They call it Vanessa’s Essence Hair Care, and their mission is to make sure that no one is made to feel badly about how their hair looks just because it may be different from others’.



Jaylen Arnold

When Jaylen was 8, he was teased at school because he had motor and vocal tics associated with Tourette’s Syndrome. That’s a condition that causes people to make unwanted twitches, movements, or sounds. Instead of being discouraged by it, he stepped up and became a leader, starting a campaign called “Jaylen’s Challenge” to stop school bullying. He accepts donations and sells anti-bullying wristbands that fund educational programs that help schools address bullying and teach students about accepting and celebrating differences. Celebrities who have worn Jaylen’s bracelets include Leonardo DiCaprio, Anthony Anderson and Sam Waterston. (<http://www.jaylenschallenge.org>)



Brigitte Berman

As a middle schooler, Brigitte was taller than a lot of the other kids, and describes herself as a “geek” who was really into science. Because of these things, she was teased and bullied – and witnessed others being bullied as well. She decided to do something about it. She wrote a book called “Dorie Witt’s Guide to Surviving Bullying,” which also has a website: <http://www.doriewitt.com>. When she was in high school, this “geek” became the youngest person ever to become involved in a NASA mission, and now gives talks at different schools about making bullying stop.

Questions:

1. All three of these students were harassed or bullied in some way. Their inspiration to make changes came from their experiences. How can students who are NOT being bullied stand up for those who are?
2. Vanessa created a hair care line; Jaylen sold bracelets to support educational programs; Brigitte wrote a book. If you wanted to make a difference in bullying outside of your school, what would you do?

Our Upstander Story

Handout A

Names: _____

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Calvin is a 5th grader who is bigger than the other 5th graders. Whenever he's around teachers, he's very nice and respectful – but the minute adults aren't looking, he trips kids in the hallway and steals their lunches. He has three close friends who tell the kids that if they say anything, it'll get ten times worse for them. Kids are fed up, but they're scared about what will happen if they try to do anything about it.

Questions:

1. What is the name of the upstander in your scene? _____

2. What is the name of the student who's being bullied in your scene?

3. How does Calvin bully that student? _____

4. What does the upstander do in your scene to make the bullying stop? _____

5. What two upstander skills does your upstander use to try to stop the bully?

a. _____

b. _____

Our Upstander Story

Handout B

Names: _____

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Jenny, a 5th grader, is considered the most popular student at school. Everyone wants to be her friend. She doesn't like to focus on school work, and makes fun of anyone who actually likes and does well at school. For the past few months, she has focused on one student, who is very smart, but awkward. When that student gets a good grade, Jenny grabs the assignment after class, crumples it up, and throws it away. When the teacher's back is turned, Jenny throws something at the student or says something mean to them. Most of the other students in the class think this is funny and laughs along with her – but not everyone.

Questions:

1. What is the name of the upstander in your scene? _____

2. What is the name of the student who's being bullied in your scene? _____

3. How does Jenny bully that student? _____

4. What does the upstander do in your scene to make the bullying stop? _____

5. What two upstander skills does your upstander use to try to stop the bully?

a. _____

b. _____

Sexual and Reproductive Anatomy

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

AP.5.CC.1 – Describe male and female reproductive systems including body parts and their functions.

AP.5.A1.1 – Identify medically-accurate information about female and male reproductive anatomy.

TARGET GRADE: Grade 5
Lesson 1

TIME: 40 Minutes

MATERIALS NEEDED:

- LCD projector and screen
- Desktop or laptop with PowerPoint on it
- PowerPoint: “Sexual and Reproductive Anatomy”
- “Male Diagram” and “Female Diagram” - one each per student
- Colored pencils (preferable) or crayons for each student
- Homework: “Body Parts” – one per student
- Homework: “Body Parts - Teacher’s Guide” - one copy

A NOTE ABOUT LANGUAGE:

The terms “boy” and “girl” are used intentionally in this lesson to make it accessible for 5th grade students, who are more concrete learners than students in middle or high school. While we use the terms “male” and “female” when referring to particular anatomy (the “male” or “female” reproductive systems, for example), it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl. The use of more inclusive terms related to gender identity and biological sex is introduced in subsequent grade levels.

ADVANCE PREPARATION FOR LESSON:

Teacher should be familiar with the functioning of the reproductive systems and be prepared to respond to questions.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Correctly identify at least two parts of the biological male reproductive system. [Knowledge]
2. Correctly describe the functions of at least two parts of the biological male reproductive system. [Knowledge]
3. Correctly identify at least two parts of the biological female reproductive system. [Knowledge]
4. Correctly describe the functions of at least two parts of the biological female reproductive system. [Knowledge]
5. Identify at least one reliable, accurate source of information about reproductive anatomy. [Knowledge]

PROCEDURE:

STEP 1: Introduce the lesson by saying “We have hundreds of different body parts. Can someone tell me a body part that almost everyone has?”

***Note to the Teacher:** Possible responses will range from nose, ears, elbow, heart, lungs, etc. to skeletal or circulatory system. All answers are good as the point is to demonstrate how similar humans are to each other. A student may point out that not everyone has arms, fingers, etc. Acknowledge that this is certainly true, but that most people have these parts.*

(2 minutes)

STEP 2: Say, “While there are hundreds of parts that almost everyone

Sexual and Reproductive Anatomy

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

has in common, there are only a few parts that just biological males have that biological females don't have and there are only a few parts that just biological females have that biological males don't have. Today, we are going to talk about those biological male and biological female parts which are part of our reproductive system." Tell them that the reproductive system includes those body parts that are used in reproduction; that is, in making and having babies. Say, "Most people have either biological male reproductive parts or biological female reproductive parts and that most people who have biological male reproductive parts are boys and most people who have biological female reproductive parts are girls, but sometimes people can have reproductive parts that don't match who they are." (1 minute)

STEP 3: Distribute the male diagram handout and colored pencils or crayons. Ask the students to color each part as you discuss it and to write the name on their sheet by the correct part. Show the Male Body slide. Point to the penis, say the word and explain what it is.

Note to the Teacher: When the word "Penis" is first said out loud, there is likely to be a big reaction – giggling, laughter, embarrassment. This is perfectly ok. Allow the students a few moments to laugh and get it out of their systems, then ask: "Why do we laugh when we hear the word "penis?" Be prepared to have a brief discussion about this. It is important to acknowledge their discomfort and normalize use of the proper terms. Tell students, it is perfectly ok to feel embarrassed or uncomfortable since we hardly hear the word "penis" or some of the other words we will discuss but that it is important to learn them.

Point to the opening in the penis and say, "This is the opening to the urethra. Does anyone know what comes out from here? Take a few responses and say, "It is the opening at the tip of the penis where the urine, or pee, comes out. Once a male goes through puberty, the urethra is also where semen comes out, semen contains sperm. Sperm are tiny cells that are needed if a male decides they want to make a baby.

Point to the testicles and pronounce the term. Say, "These are the testicles. Does anyone know what they do?" Take a few responses and say, "The testicles are two little round organs that make sperm. It takes a sperm and an egg to make a baby." Point to the scrotum and pronounce the term. Say, "The scrotum is the pouch of skin that holds the testicles and keeps them the right temperature to make sperm." Point back to the urethral opening and show on the diagram how sperm can be made in the testicles and travel through the male reproductive system to leave the body through the urethral opening. Also, point out the bladder and explain that this is where urine, or pee, is stored. Show how urine also travels from the bladder, through the urethra and out of the body. Explain that these parts of the body are called genitals. (15 minutes)

STEP 4: Distribute the female diagram handout. Ask the children to color each part as you discuss it and to write in each name by the correct part. Show the female anatomy slide.

Point out an ovary. Pronounce the word then say, "Does anyone know what the ovary does?" Take a few responses and say, "The ovaries are two little round organs that store ova. Ova is another word for eggs. The ova are very small, about the size of a period at the end of a sentence, and are needed if a grown female decides they want to make a baby. The female provides the egg, which can join with the male's sperm to make a baby. Once a female goes through puberty, the ovaries start to send out one egg each month to the uterus."

Sexual and Reproductive Anatomy

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Next, say, “Before a baby is born, it is called a fetus.” Point to the uterus in the interior view. Say, “Inside the female’s body is the uterus, the place where a fetus can grow if a person is pregnant.”

Next, point out the vagina. Pronounce the word and say, “This is the passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born.”

Next, point to the exterior view. Point out the vulva. Pronounce the word and say, “This is another term for the female’s genitals. These parts are on the outside of her body.” First, point to the urinary, or urethral opening. Say that this is the opening in the female body where urine leaves the body. Just like males, females have a urethra that connects to the bladder and carries urine outside the body through the urethral opening. Then, point to the vaginal opening and say, “This is the opening to the vagina through which a baby is born and through which blood passes when a girl menstruates each month.” Then point to the clitoris and say “This is the clitoris, located above the urethral opening, it is very sensitive.” (15 minutes)

STEP 5: Ask children to name the parts of the male and female genitals as you point to them. Help them to pronounce each word correctly by having the group say each word together several times and ask for a volunteer to say what the function is for each. Then ask: “What are some good places someone could go if they wanted to learn more about the reproductive system?”

***Note to the Teacher:** Responses that you want to encourage are: books from the library or the bookstore; films or DVDs that you see in school; the school nurse; your doctor. If students suggest the internet, make sure to reinforce that the internet does have some reliable and accurate information but it also has a lot of bad and wrong information and so the internet is only a good source if they find a reliable site. The same for television or even magazines. If students suggest friends or older siblings, tell them that, although we learn a lot from our friends, classmates and older siblings, they often don’t have accurate information so they are not generally a good source. Tell students if they learn something about the reproductive system from someone their age or from an older child or teenager, to check it out with an adult or look in a book, to find out if it is accurate.*

Conclude the lesson by encouraging students to learn about their bodies and tell them that it is good to know the names of their body parts, to take care of their bodies and to feel proud of them. (7 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The homework assignment is designed to assess all five learning objectives from each student individually.

Sexual and Reproductive Anatomy

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

HOMEWORK:

Distribute “Body Parts” worksheet. For homework, have students work with a family member to identify whether each part belongs to the male or female reproductive system, to identify the function for each part, and one source of accurate information about reproduction.

Body Parts

Homework

FRONT

Directions:

1. Check the box that correctly identifies who has each part.
2. Put the letter from the list on the back of this sheet that correctly identifies the description or main function for each part.

BODY PART	ONLY BOYS HAVE THIS	ONLY GIRLS HAVE THIS	EVERYONE HAS THIS	DESCRIPTION OR FUNCTION (from list on back)
1. URETHRA				
2. PENIS				
3. TESTICLES				
4. VULVA				
5. SCROTUM				
6. VAGINA				
7. ANUS				
8. GENITALS				
9. CLITORIS				
10. OVARIES				
11. BLADDER				

One good place to get accurate information about reproduction is:

BACK

Descriptions and Functions:

- a. Carries urine from the bladder to the outside of the body.
- b. Two small round organs that produce sperm, which are needed to make a baby.
- c. Opening where solid waste (poop) leaves the body.
- d. The reproductive system parts on the outside of the body.
- e. The organ that stores urine (pee).
- f. Store the eggs (ova).
- g. Part on the outside of the body that contains the vaginal opening, the urethral opening and the clitoris.
- h. The passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born.
- i. A very sensitive part.
- j. Part that contains the urethra through which urine and, in grown males, semen with sperm pass through to leave the body.
- k. Pouch of skin that holds the testicles.

Body Parts: Homework

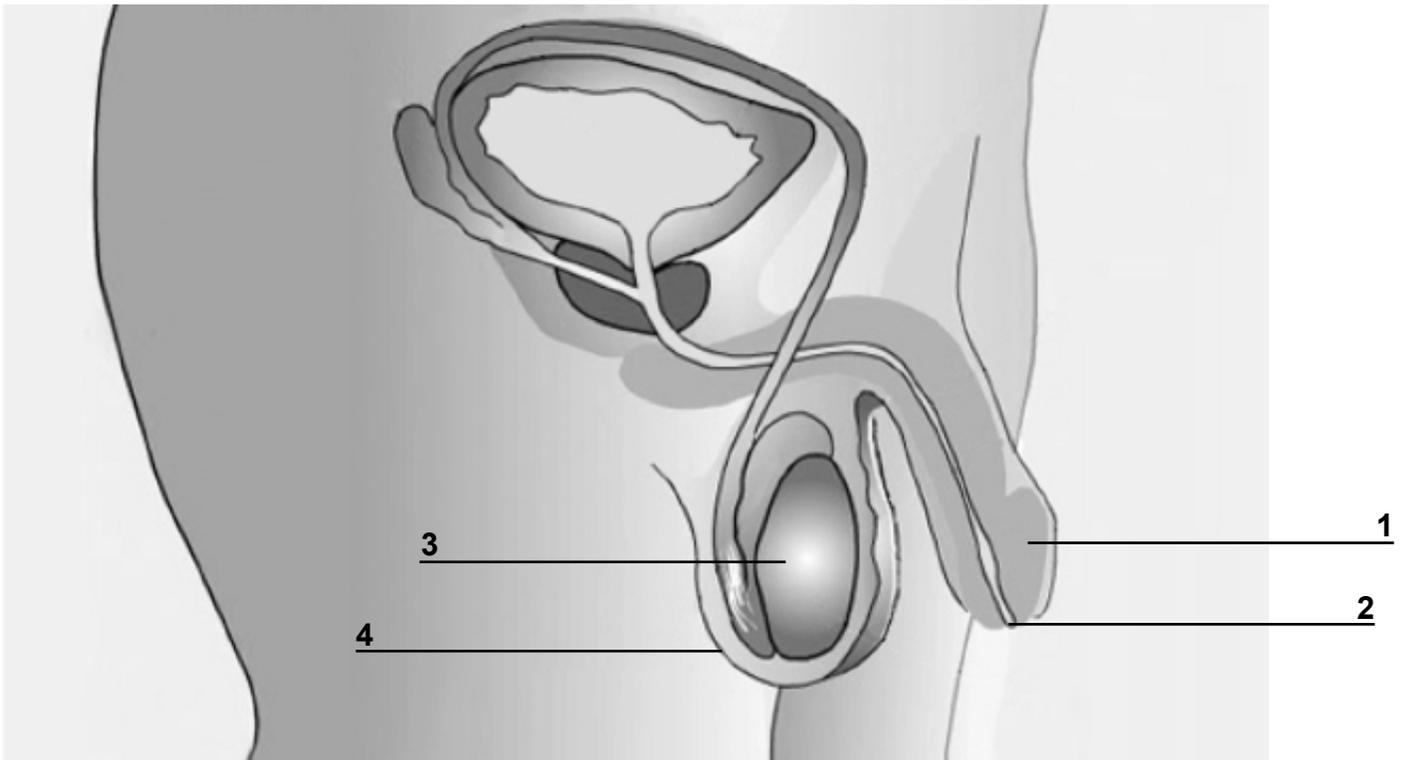
Teacher's Guide

Directions:

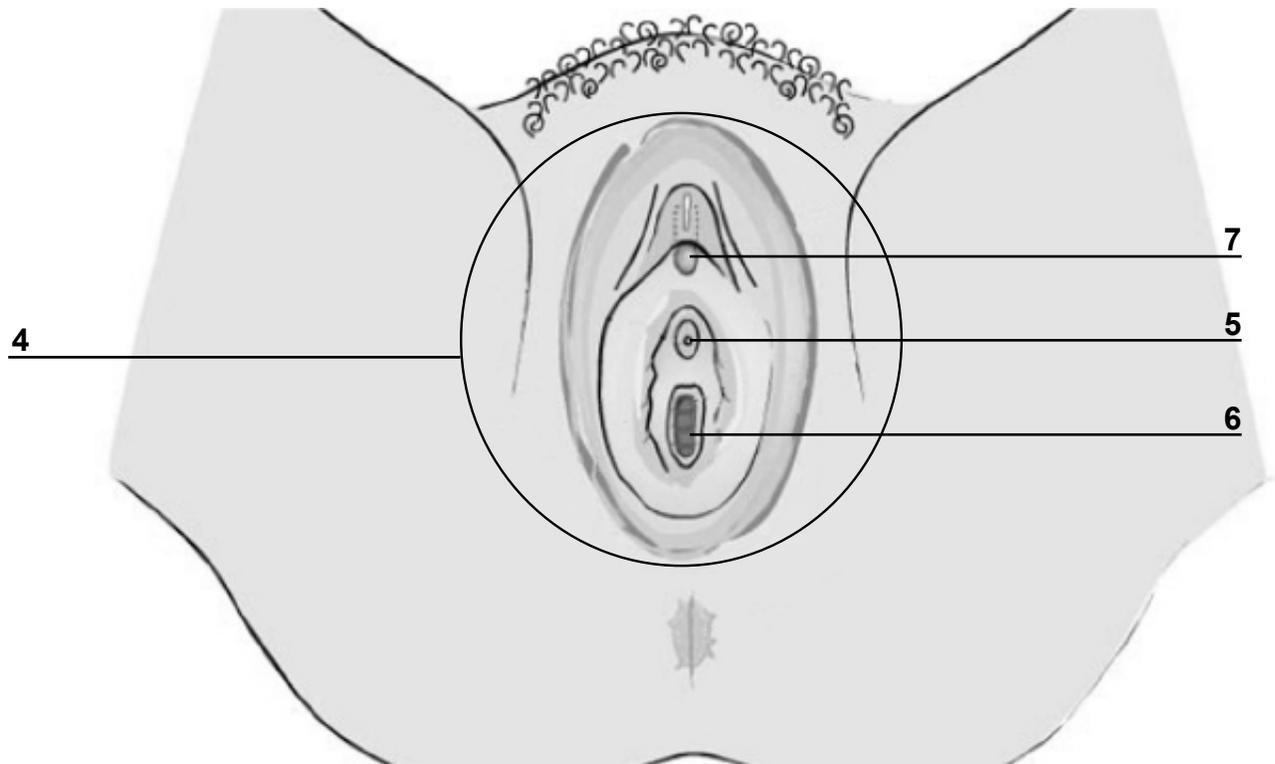
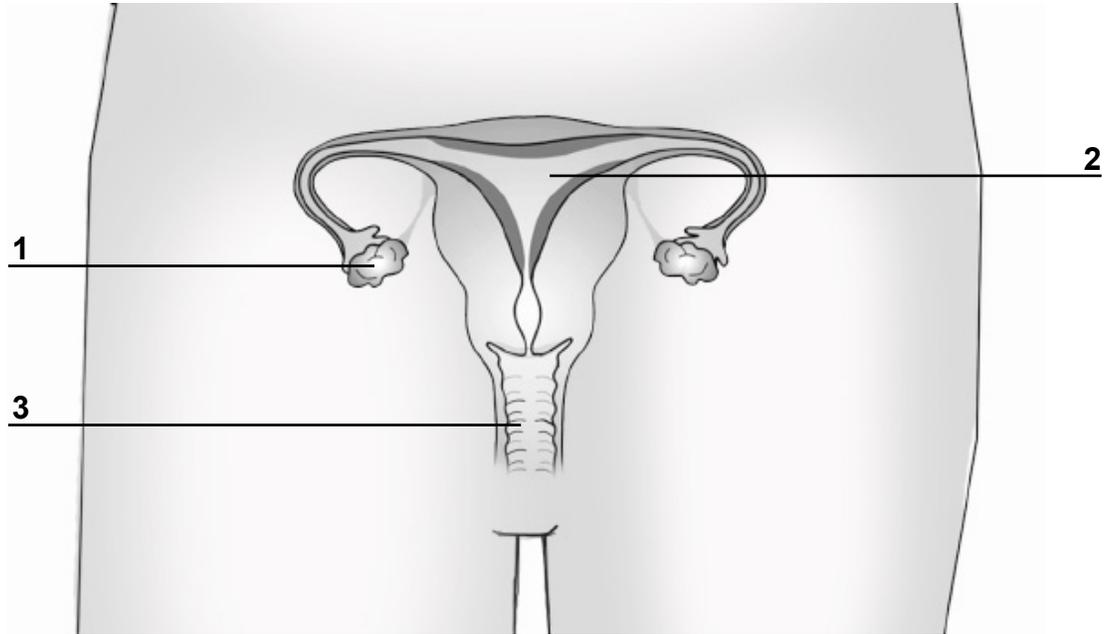
1. Check the box that correctly identifies who has each part.
2. Put the letter from the list on the back of this sheet that correctly identifies the description or main function for each part.

BODY PART	ONLY BOYS HAVE THIS	ONLY GIRLS HAVE THIS	EVERYONE HAS THIS	DESCRIPTION OR FUNCTION (from list on back)
1. URETHRA			✓	A.
2. PENIS	✓			J.
3. TESTICLES	✓			B.
4. VULVA		✓		G.
5. SCROTUM	✓			K.
6. VAGINA		✓		H.
7. ANUS			✓	C.
8. GENITALS			✓	D.
9. CLITORIS		✓		I.
10. OVARIES		✓		F.
11. BLADDER			✓	E.

Male Diagram



Female Diagram



Puberty and Reproduction

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

PD.5.CC.3 – Describe how puberty prepares human bodies for the potential to reproduce.

PR.5.CC.1 – Describe the process of human reproduction.

TARGET GRADE: Grade 5
Lesson 2

TIME: 40 Minutes

MATERIALS NEEDED:

- PowerPoint: “Sexual and Reproductive Anatomy”
- Worksheet: “Human Reproduction” – one per student
- Steps to Human Reproduction Cards – one set for each small group
- Answer Key: “Human Reproduction” – one copy for the teacher
- Board/newsprint
- Markers/chalk
- LCD projector and screen
- Desktop or laptop with PowerPoint on it

ADVANCE PREPARATION FOR LESSON:

Print out the Steps to Human Reproduction Cards and cut them out. Make enough sets for each small group.

You should be familiar with the functioning of the reproductive system and human reproduction and be prepared to respond to questions. A review can be found at <http://www.sexualityandu.ca/sexual-health/all-about-puberty/sexual-reproduction>. It is also important for you to be aware of your district and/or state policies in place that may dictate what they can and cannot share about human reproduction.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe how puberty prepares the human male body for the potential to reproduce. [Knowledge]
2. Describe how puberty prepares the human female body for the potential to reproduce. [Knowledge]
3. Describe the process of human reproduction by identifying the correct order of steps involved in conception. [Knowledge]

A NOTE ABOUT LANGUAGE:

The terms “boy” and “girl” are used intentionally in this lesson to make it accessible for 5th grade students, who are more concrete learners than students in middle or high school. While we use the terms “male” and “female” when referring to particular anatomy (the “male” or “female” reproductive systems, for example), it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl. The use of more inclusive terms related to gender identity and biological sex are introduced in subsequent grade levels.

PROCEDURE:

STEP 1: Tell students that today you are going to discuss how puberty can prepare the human body for the potential to reproduce. Ask: “Who remembers what puberty is?”

Note to the Teacher: *Answers might include a normal part of growing up when our bodies change from being a child’s body to an adult body. Remind students that puberty typically begins anywhere from age 8 – 16 – usually a little earlier for female bodies than male bodies – and continues all the way until a person reaches their full adult height, sometime in the later teens for female bodies and up to the early twenties for male bodies.*

Puberty and Reproduction

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

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

(3 minutes)

STEP 2: Start the PowerPoint with slide one and say “Who can remember the names of the male body parts that we talked about in a previous lesson?” Together with the students, name the parts on the diagram.

Note to the Teacher: You may want to provide a word bank on the board/newsprint to help students to remember the names.

Next, show slides two and three of the female body and again ask “Who can remember the names of the parts of the female body parts that we talked about in a previous lesson?”

(9 minutes)

STEP 3: Tell students: “Puberty starts because a person’s body starts to produce a very large quantity of hormones that they were only producing in small amounts before. Male bodies start to produce a lot more testosterone and a little bit of estrogen and female bodies start to produce a lot more estrogen and a little bit of testosterone. All of these changes happen because of the new surge of these hormones.”

Show students slide four that has both the male and female interior diagrams on it together. Explain to students that only some of the male and female body parts are needed for reproduction and therefore are part of the reproductive system. Say, “On the male diagram, the parts that are used in reproduction are the testicles, penis, urethra and vas deferens.” Say, “On the female diagram, the parts that are used in reproduction are the uterus, ovaries, fallopian tubes and vagina.” (3 minutes)

STEP 4: Tell students: “Through the production of testosterone and estrogen, the reproductive system becomes able to reproduce or make a baby.” Tell them that you are now going to explain to them how conception occurs.

Note to the Teacher: As you go through the process of conception, use the diagrams of the interior male and female bodies to help to explain each of these processes. The description below is a suggestion for explaining the process of human conception. Details can be added from the teacher’s resource or excluded to meet the needs of the class and/or district and state policy.

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

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

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the fallopian tube. (Remind students that once ovulation begins, the uterus, each month starts to prepare for a fertilized ovum because if a person becomes pregnant, the uterus is where the fetus will live and grow until it is born.) So, every month, the lining of the uterus thickens with extra blood and tissue. If no fertilized egg comes down to the uterus, which is most months, then the uterus sheds its lining, which flows out of the body through the vagina and this is called menstruation or having a period.)

Say “Conception, or reproduction, generally happens when the semen containing hundreds of millions of sperm cells leaves the penis (ejaculation) and enters the vagina through sexual intercourse.

Note to the Teacher: It is likely that some students will react with embarrassment, discomfort, or disgust from the mention of sexual intercourse. Explain to students that this is an adult behavior and that because they are only in fifth grade, it is perfectly normal for them to think it is yucky or funny.

The semen with the sperm travels through the vagina and into the uterus through its opening called the cervix and then into the fallopian tubes. Even though hundreds of millions of sperm are ejaculated only one sperm can attach itself to the egg and fertilize it. The fertilized egg then travels back down to the uterus where if it attaches itself to the wall of the uterus a pregnancy has started. The fetus will stay in the uterus for about nine months before a baby is born.” (10 minutes)

STEP 5: Tell students that they are now going to see what they remember about conception by placing the steps of conception in the right order on a diagram. Break up students into pairs or trios. Give each group a conception worksheet and a stack of cards or slips of paper with the steps of conception on them. Explain to students that on the part of the “Y” marked “Male,” they are to put the cards relating to the male part of reproduction in the correct order starting from the top (the first step is already there to help them). On the part of the “Y” marked “Female,” they are to put the cards relating to the female part of reproduction in order following the first step. As students work on their diagrams, go around and offer assistance or clues to help them. (Alternatives: Depending on the need to assess students, this activity can be done independently so the teacher can assess students on an individual basis. Another option is to do this as a large group activity with the whole class. In such a situation, the teacher can make a giant diagram on the floor with chalk and enlarge the signs to have the class build a giant conception diagram). (10 minutes)

STEP 6: Review the diagrams, correcting mistakes and reviewing information. With any time remaining, ask students if they have any questions. Take as much time as possible to respond to their questions. Close by telling students that it is okay if they still have more questions. Tell them that they should go home and ask their adult family members their questions. Remind them that they can always come to you or to the school nurse. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The activity in step five is designed to assess objectives one, two and three.

HOMework:

None.

Steps to Human Reproduction Cards

Sperm is made in the testicles

Sperm travel through the cervix, uterus, and into the fallopian tubes

Sperm exit the testicles and travel up the vas deferens

Sperm cells leave the penis and enter the vagina (ejaculation)

Sperm cells mix with other fluid to become semen

Ovulation occurs (egg is released from ovary around every 25-30 days)

If the male & female have sexual intercourse then the penis is inserted into the vagina

The fertilized egg travels down through the fallopian tube to the uterus

Egg enters the fallopian tube

Pregnancy begins

Fertilized egg attaches to the wall of the uterus (implantation) conception complete

One sperm cell attaches to an egg in the fallopian tube and fertilizes it

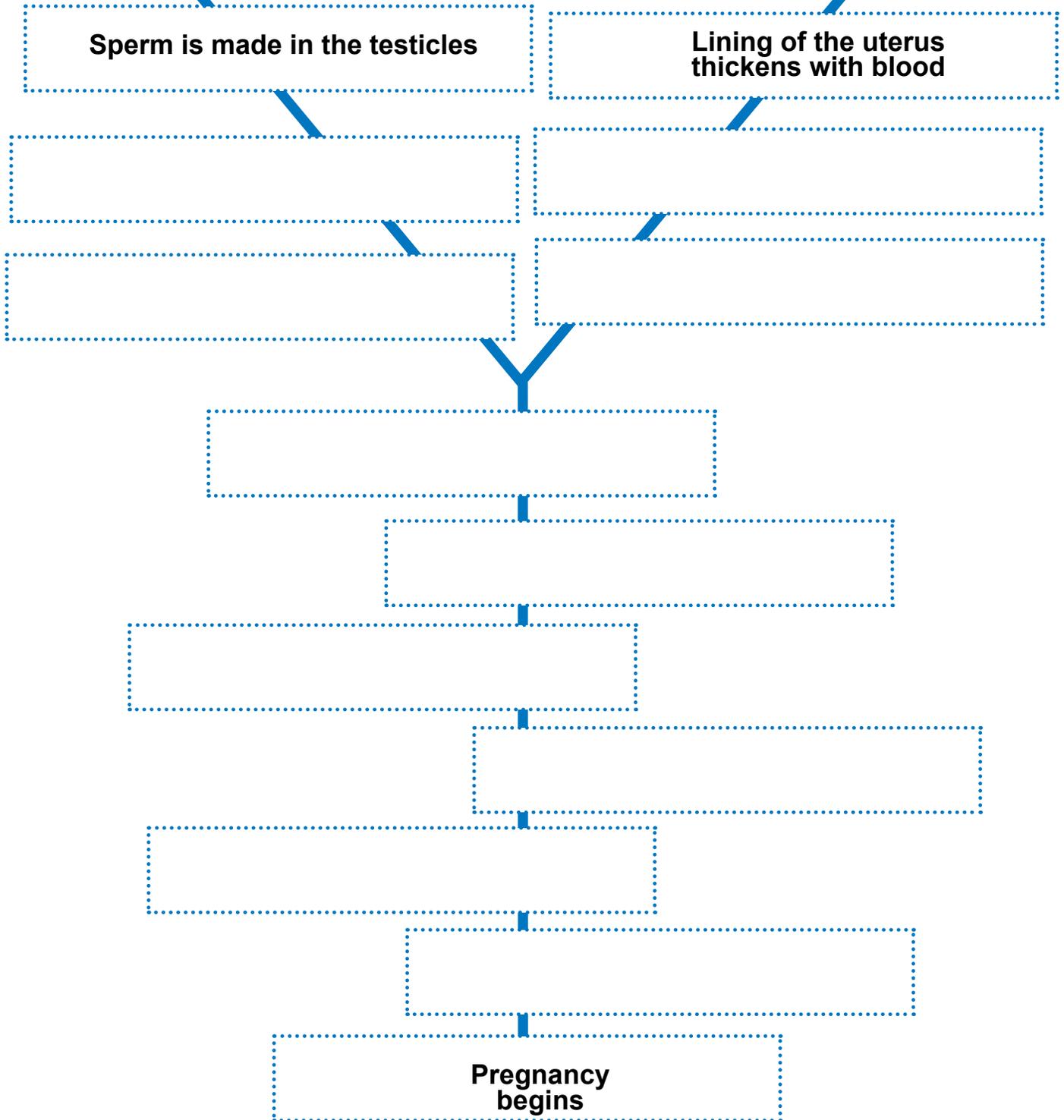
Lining of the uterus thickens with blood

MALE

FEMALE

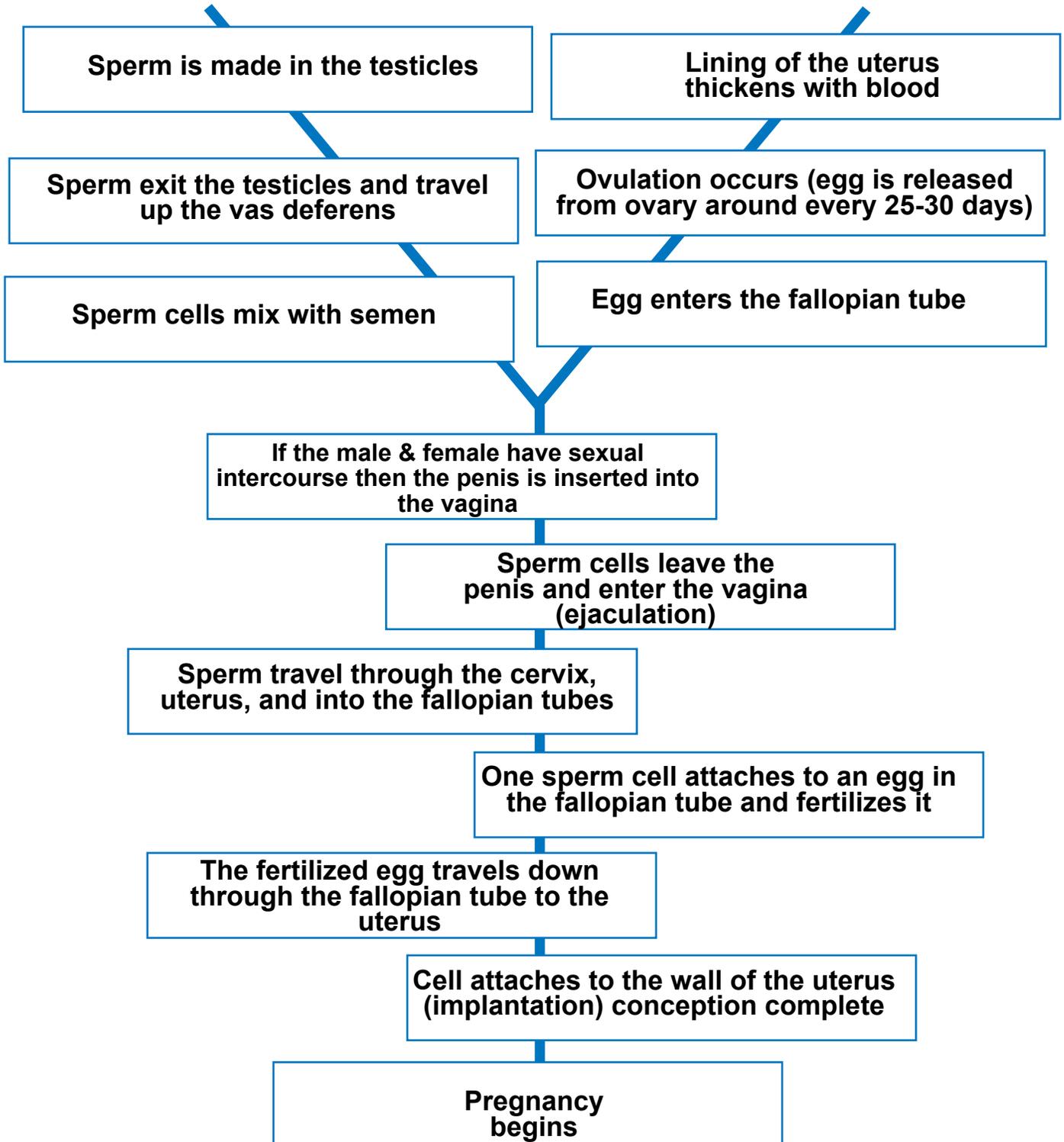
Sperm is made in the testicles

Lining of the uterus thickens with blood



MALE

FEMALE



Learning about HIV

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

SH.5.CC.1 – Define HIV and identify some age-appropriate methods of transmission, as well as ways to prevent transmission.

TARGET GRADE: Grade 5
Lesson 3

TIME: 40 Minutes

MATERIALS NEEDED:

- Newsprint/Board
- Markers/chalk
- Handout: “Facts about HIV” – one per student
- “Teacher’s Resource: HIV Infection and AIDS” – one copy for the teacher
- Answer Key: “Facts about HIV” – one copy for the teacher

ADVANCE PREPARATION FOR LESSON:

It is helpful for students to have a basic understanding of the human immune system, how it works, and the concept of germs. The teacher should also review the teacher’s resource included with this lesson to make sure to be up to date on information about HIV and AIDS. Finally, the teacher should also be prepared not to discuss explicit sexual situations but to refer a student with such a question to ask an adult family member.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define HIV as a virus that is transmitted through bodily fluids that weakens your immune system. [Knowledge]
2. Identify at least two ways in which HIV can be transmitted. [Knowledge]
3. Identify at least two ways in which HIV is not transmitted. [Knowledge]
4. Identify at least one way to prevent HIV transmission. [Knowledge]
5. Identify at least one treatment for HIV. [Knowledge]

PROCEDURE:

STEP 1: Begin the activity by introducing the difference between communicable and non-communicable disease. Explain that communicable diseases are diseases that one person can give to another; or get from someone else. Ask students to raise their hands and give examples of communicable diseases (some responses may include: the common cold, stomach virus, the flu) Say “Communicable diseases are caused by tiny organisms or germs that are contagious. Not all infections, however, are contagious. Then say, “Non-communicable diseases are those that cannot be spread from one person to another.” Ask for examples of non-communicable diseases, or infections (Some responses may include: appendicitis, an infected finger, asthma, cancer.) (3 minutes)

STEP 2: Tell students you are going to name some different medical problems people may have and they should tell you whether they are communicable or not. Ask:

Learning about HIV

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- Can you get a sore throat from someone? (YES)
- Can you get allergies from someone? (NO)
- Can you get a broken arm from someone? (NO)
- Can you get lice from someone? (YES)
- Can you get cavities from someone? (NO)

Ask students if they have any questions about whether a certain illness is communicable (contagious). Respond to students' questions by giving the correct answer and then explaining why (if it is non-communicable, either it is caused by a germ that is not contagious or it is not caused by a germ at all.) If you are unsure, tell the student you are unsure and that you will find out and let them know. (3 minutes)

STEP 3: Tell students that today you want to talk about a particular communicable infection called HIV. Ask students what have they heard of HIV. As you write "human immunodeficiency" on the board, say, "HIV" stands for 'Human Immunodeficiency Virus.' That's a big name, so let's break it down a bit. 'Human' means it is a people disease. You can't get it from a pet or give it to a pet. 'Immunodeficiency' is really two words put together. 'Immuno' refers to the immune system, or the system that enables us to fight diseases. A 'deficiency' refers to when something is lacking – so basically, HIV is a virus – a microscopic organism – that attacks our immune system and makes it weak so it's harder for the body to fight off other infections. HIV is the virus that causes AIDS." (5 minutes)

STEP 4: Tell students that the way we usually keep people from getting a virus is by giving them a vaccine, which is an injection or a shot that they get that protects them from getting a particular infection for many years. Say "Just like a lot of people get a flu vaccine, a lot of children get a vaccine for the chicken pox and for the measles." Explain that there is not a vaccine for HIV. Tell students that there are some effective treatments, called antiretroviral therapy, that can reduce the likelihood of transmitting HIV to others, slow the way HIV grows in a person's body and prolong the life of someone living with HIV. There are also treatments for the illnesses that HIV can cause. But once someone is living with HIV, there currently is no way to rid the body completely of HIV, although with treatment, people living with HIV can have a normal life expectancy. Since there is no vaccine to prevent HIV and there is no way to rid the body of HIV once someone has it, it is very important to know how HIV is transmitted—so we can know how to avoid getting it or manage the virus if we were born with it." (3 minutes)

STEP 5: Say: "Luckily, HIV is hard to get. It is not an easy infection to transmit like a cold or the flu. HIV is in some bodily fluids, like blood, and not in others, like sweat, tears, saliva or urine. HIV can only be transmitted through one of the infected body fluids. HIV can be passed through blood, semen or vaginal fluids. In addition, it can be passed through breastmilk if someone is breastfeeding an infant."

Say, "It is very important to remember that HIV can only be passed from a person who is living with HIV. If two people are not infected then neither one can give it to the other." (6 minutes)

Learning about HIV

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 6: Distribute the handout, “Facts about HIV.” Have students work in pairs to complete the worksheet. Allow 8 minutes for students to do this. Once all have been completed, review the questions with the class. All answers are TRUE. For each question, provide the answer as well as an explanation for why it is true (See teacher’s guide with explanations.) (16 minutes)

STEP 7: Tell students, “Now that you know that HIV is not easy to transmit, can anyone give an example of some things you can do with a friend or a family member who is infected with HIV that are perfectly safe, meaning they can’t transmit HIV?” Provide the first few examples so students understand what you are asking. Say, “For example, you can hug someone with HIV, you can give someone a kiss on the cheek, you can share food with them. Who wants to give us another example?” (Possible responses can include a wide range of behaviors including sitting on a toilet someone with HIV has sat on, swimming in a pool together, sitting next to an HIV-positive person, going to school with someone who has HIV, etc.) (3 minutes)

STEP 8: Conclude the lesson by saying, “HIV is a serious infection and it is communicable but it is also very difficult to catch. As long as we know how HIV is and is not transmitted, we can protect ourselves and be good friends and family members to people we know with HIV or AIDS. All people are at some risk of HIV and the only way to know for sure if someone has HIV is to get tested.” (1 minute)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The worksheet “Facts about HIV” is designed to assess objectives one, two, three and five.

Additionally, through step eight, the teacher can further assess students’ understanding of HIV transmission by their responses to ways they can safely interact with people with HIV to assess objective four.

HOMEWORK:

None.

Facts about HIV

Answer Key

FACTS ABOUT HIV (TRUE OR FALSE)

Directions: Write TRUE next to those statements that are true, and FALSE next to those statements that are false.

1. You cannot get HIV by being in the same room with a person who is living with HIV.
(True: HIV is not transmissible through the air)
2. So far, there is no vaccine to prevent HIV.
(True: Researchers are working on a vaccine and there will likely be one in the future. There is an injection a person can take every day that can make it harder to contract HIV but it is not a vaccine)
3. HIV cannot be transmitted by sneezing.
(True: HIV is not transmissible through the air through sneezing or coughing)
4. HIV is a communicable (contagious) disease.
(True: But it is not an easy infection to transmit)
5. You cannot get HIV from sharing a drink.
(True: HIV is not found in saliva)
6. HIV affects the body's immune system.
(True: HIV attacks the immune system and makes it weaker, making it harder to fight infections)
7. AIDS and HIV are two different things.
(True: AIDS describes when a person with HIV gets sick because their immune system can no longer fight off infections. It can take years, some times as much as 10 years for a person with HIV to develop AIDS).
8. If you come into contact with the blood of someone who is NOT living with HIV you cannot get HIV.
(True: HIV can only be transmitted from a person who already is infected. If two people are not infected, then neither one can transmit it to the other.)
9. Someone who uses the same needle as someone who is living with HIV to use drugs, can contract HIV.
(True: Sharing needles for drug use with someone living with HIV is one of the easiest ways to get HIV. Stopping injection drug use can lower the chances of getting HIV a lot as can using new, sterile needles instead of sharing needles. The only certain way to prevent HIV and other STDs is abstinence from sexual activity and drug use.)
10. If someone with HIV is bleeding, they can transmit HIV to someone else.
(True: HIV infection is transmissible from infected blood. The other person would need to have a cut on their own skin, however, in order for the virus to get into their body.)

**FACTS ABOUT HIV
(TRUE OR FALSE)**

Directions: Write TRUE next to those statements that are true, and FALSE next to those statements that are false.

- _____ 1. You cannot get HIV by being in the same room with a person who is living with HIV.
- _____ 2. So far, there is no vaccine to prevent HIV.
- _____ 3. HIV cannot be transmitted by sneezing.
- _____ 4. HIV is a communicable (contagious) disease.
- _____ 5. You cannot get HIV from sharing a drink.
- _____ 6. HIV affects the body's immune system.
- _____ 7. AIDS and HIV are two different things.
- _____ 8. If you come into contact with the blood of someone who is NOT living with HIV you cannot get HIV.
- _____ 9. Someone who uses the same needle as someone who is living with HIV to use drugs, can contract HIV.
- _____ 10. If someone with HIV is bleeding, they can transmit HIV to someone else.

NOTE: This is for your use only, it is not a Handout. DO NOT DISTRIBUTE TO THE CHILDREN.

STDs and HIV – CDC Fact Sheet



People who have STDs are more likely to get HIV, when compared to people who do not have STDs.



Are some STDs associated with HIV?

Yes. In the United States, people who get syphilis, gonorrhea, and herpes often also have HIV, or are more likely to get HIV in the future.

Why does having an STD put me more at risk for getting HIV?

If you get an STD you are more likely to get HIV than someone who is STD-free. This is because the same behaviors and circumstances that may put you at risk for getting an STD can also put you at greater risk for getting HIV. In addition, having a sore or break in the skin from an STD may allow HIV to more easily enter your body.

What activities can put me at risk for both STDs and HIV?

- Having anal, vaginal, or oral sex without a condom;
- Having multiple sex partners;
- Having anonymous sex partners;
- Having sex while under the influence of drugs or alcohol can lower inhibitions and result in greater sexual risk-taking.

What can I do to prevent getting STDs and HIV?

The only way to avoid STDs is to not have vaginal, anal, or oral sex. If you are sexually active, you can do the following things to lower your chances of getting STDs and HIV:

- Choose less risky sexual behaviors.
- Use condoms consistently and correctly.
- Reduce the number of people with whom you have sex.
- Limit or eliminate drug and alcohol use before and during sex.
- Have an honest and open talk with your healthcare provider and ask whether you should be tested for STDs and HIV.
- Talk to your healthcare provider and find out if pre-exposure prophylaxis, or PrEP, is a good option for you to prevent HIV infection.

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
Division of STD Prevention



If I already have HIV, and then I get an STD, does that put my sex partner(s) at an increased risk of getting HIV?

It can. If you already have HIV, and then get another STD, it can put your HIV-negative partners at greater risk of getting HIV from you.

Your sex partners are less likely to get HIV from you if you

- Use antiretroviral therapy (ART). ART reduces the amount of virus (viral load) in your blood and body fluids. ART can keep you healthy for many years, and greatly reduce your chance of transmitting HIV to sex partners, if taken consistently.
- Choose less risky sexual behaviors.
- Use condoms consistently and correctly.

The risk of getting HIV may also be reduced if your partner takes pre-exposure prophylaxis, or PrEP, after discussing this option with his or her healthcare provider and determining whether it is appropriate.

Will treating STDs prevent me from getting HIV?

No. It's not enough.

If you get treated for an STD, this will help to prevent its complications, and prevent spreading STDs to your sex partners. Treatment for an STD other than HIV does not prevent the spread of HIV.

If you are diagnosed with an STD, talk to your doctor about ways to protect yourself and your partner(s) from getting reinfected with the same STD, or getting HIV.

Where can I get more information?

Sexually Transmitted Diseases
www.cdc.gov/std/

HIV/AIDS and STDs
www.cdc.gov/std/hiv/

PrEP
(pre-exposure prophylaxis)
www.cdc.gov/hiv/basics/prep.html

CDC-INFO Contact Center
1-800-CDC-INFO
(1-800-232-4636)
TTY: (888) 232-6348
<https://www.cdc.gov/dcs/ContactUs/Form>

CDC National Prevention Information Network (NPIN)
npin.cdc.gov/disease/stds
P.O. Box 6003
Rockville, MD 20849-6003
E-mail: npin-info@cdc.gov

American Sexual Health Association (ASHA)
www.ashasexualhealth.org/stdsstis/
P. O. Box 13827
Research Triangle Park, NC
27709-3827
1-800-783-9877

What Is Love Anyway?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

ID.5.CC.1 – Students will be able to define sexual orientation as romantic attraction to an individual of the same gender or of a different gender.

ID.5.AI.1 – Students will be able to identify parents or other trusted adults to whom they can ask questions about sexual orientation.

TARGET GRADE: Grade 5
Lesson 4

TIME: 40 Minutes

MATERIALS NEEDED:

- Homework: “Defining Sexual Orientation” – one per student
- Index cards – one per student
- PowerPoint: “Sexual Orientation”
- Teacher’s Guide: “Teaching about Sexual Orientation” – one copy for the teacher
- Desktop or laptop with PowerPoint on it
- Projector and screen
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board

ADVANCE PREPARATION FOR LESSON:

Be sure to go through the Teacher’s Guide: “Teaching about Sexual Orientation.”

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

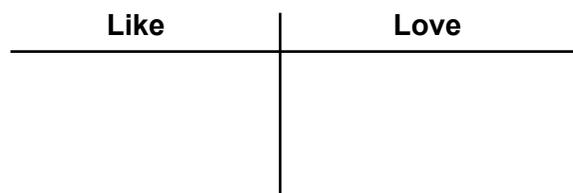
1. Describe the difference between “liking” and “loving.” [Knowledge]
2. Define “sexual orientation” and its most common categories. [Knowledge]
3. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexuality-related topics. [Knowledge]

PROCEDURE:

STEP 1: Start the session by asking students to take out a piece of paper and divide it in half by drawing a vertical line down the center.

Note to the Teacher: Students can also feel free to use their tablet or laptop if permitted.

Draw a similar line on the board. Then ask them to draw a horizontal line near the top, creating a “T”. Do the same to demonstrate what you would like them to do. Then ask the students to write the word “Like” on the top of the left side of the division, and the word “Love” at the top of the right side. Do the same. When done, it should look like this:



(2 minutes)

STEP 2: Tell the students you are going to give them 60 seconds to come up with a list of 5 (or more) things they LIKE. Tell them these cannot be people, they have to be things – objects, activities, places etc. Have them write what they like on the left side of their sheet or screen. Tell them to keep writing until you call time – but that they need to have a minimum of five. Let them know they will have the option of sharing examples of these, but will not be required to.

What Is Love Anyway?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Stop them at 60 seconds. Next, ask them to come up with a list of 5 (or more) things they LOVE. Again, be sure to emphasize that these cannot be people, they have to be things – objects, activities, place, etc. Call time at 60 seconds. Say, “I am now going to ask for some volunteers to share something they said they like. Please remember that we always agree to respect our classmates, even if we disagree with something they may say. So if someone says they like something and you don’t like it, please do not judge or make fun of their choice.” Ask for some responses and write those on the board on the left side of the line. After the “like” side is filled, ask for examples of things they said they love and write those on the right side.

Once the table has been filled on the board, ask the students what they notice about the lists. Sample responses might include, “Some people put things on the ‘like’ side while other people put those same things on the ‘love’ side;” “They’re very similar;” “They’re very different,” etc. Ask students:

“What was it like to do this?”

“Was it easier to think of things you like or things you love? Why?”

After students have shared some of their impressions of the experience of doing the activity, ask how they decided which things went on which list. Record key points from this feedback on the board, which may include references to the frequency with which they do something (the more they do it, the more they may like or love it); the duration relating to it (it could be something they’ve done every day after school or place they’ve visited for several years); emotional connection to it (a gift from or something that used to belong to a relative or friend), something they’re good at (playing a video game or a sport), etc. (12 minutes)

STEP 3: Explain that you will now be talking about people. Write an identical “T” with “Like” and “Love” written at the top of each side and ask the students, “Who are some of the people in our lives we might like, and who are some of the people we would say we love?” (Note: the list will be different every time, and that’s okay. Also expect students to say some people can be liked or loved; if that is the case, write the person on both sides. Also, some students may see a person put up and ask, “What if you don’t like or love them?” – such as a sibling. Acknowledge that this is a list of who we might have these feelings for and that some people may like or love a brother or sister. Finally, be sure to tell them that this must be people they know PERSONALLY – it should not include celebrities).

The figure might end up looking something like this, although the people and their placement may change:

Like		Love	
- A new student	- A new friend	- A friend you’ve had since you were very young	- A sibling
- A cousin	- A teacher	- A cousin	- A parent
- A mail carrier	- A friend’s parent		- A grandparent
- A coach	- Youth group leader		
- The custodian in your building or school	- Religious leader		
	- Camp counselor		

What Is Love Anyway?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Ask the students, “So, what’s the difference? How do you know whether you like someone and when you love them?” Have a discussion about this highlighting, if it is not said, “you just know.” Explain that our feelings are not something we decide to feel – we just like or dislike someone or something. Say, “While we may end up liking someone we didn’t before – or liking an activity we hated at first – we can’t sit down and say, ‘I’m going to make myself like or love this activity or person.’” (12 minutes)

STEP 4: Say, “As we get older, our feelings start to change. We may experience a type of romantic love that we don’t have when we’re younger. It’s really hard to explain, because just like the liking and loving we just talked about, it’s something you know when you feel it.” Explain that when people are older they may end up in romantic relationships with each other that are different from friendships. People might have boyfriends, girlfriends, partners – or, when they’re older, they may choose to live together or get married. Sometimes, these adults will have children, and sometimes they won’t.

Say, “Some people may want to have these types of relationships starting in middle school, and some aren’t interested until high school or later.” Ask, “What makes these types of relationships different from friendship or your relationships with your family members?” Probe for: “You do different things together,” “you feel like being with that person all the time,” “you like doing nice things for them and think of what they might want to do before what you might want to do,” “you hold hands/kiss,” “when you get older, you might want to have sex with that person,” etc.

Say, “No matter at what age we start having these feelings of love and wanting to touch, kiss, etc., most people experience these feelings at some point in their lives – often, for different people over the course of their lifetimes.” Start the PowerPoint and show the first slide as you say the following:

“Sometimes, we will feel this way about people who are a different gender than we are. This is called being ‘heterosexual.’ You may also hear the word ‘straight.’” Advance to the second slide and then the third slide as you say, “Sometimes, we will have these feelings for people who are our same gender. This is called being ‘gay.’ Some gay women will call themselves ‘lesbians.’ And sometimes we might have feelings for people of all genders. This is called being ‘bisexual.’” Explain that our understanding of which gender or genders we feel love and attraction for is called our “sexual orientation.” Go to the fourth slide and say, “Even though the phrase ‘sexual orientation’ has the word ‘sexual’ in it, in many cases, people have strong feelings of love before feelings of sexual attraction or before acting on those feelings. You don’t need to have done anything sexual with someone to know your sexual orientation.”

Say, “As you start going through puberty, your hormones – those natural chemicals in your body – will start going up and down. This means you may feel really intense emotions from time to time – both positive and negative. This may also be when you start to feel more intense love. During puberty, it’s common to have feelings for people of your same gender and for people of a different gender. Sometimes, that’s part of understanding your sexual orientation. Sometimes, it’s not, and you’ll have feelings that come and go. So you may not know what your orientation is right away, or until you’re older – and that’s okay.” (9 minutes)

What Is Love Anyway?

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

STEP 5: Explain that while love seems like a pretty straightforward term – we say “I love you” all the time; we talk about how we love this tv show, this shirt, is a really complicated topic and you only just touched on it. Distribute the index cards and ask students to write anonymously any questions they may have about sexual orientation.

***Note to the Teacher:** These should be collected and either answered in the next class as you would with an anonymous question box, put into a handout and shared at the next class session or put into a handout and shared with parents so they have some guidance as to what their kids know and want to know about this topic.*

Distribute the homework and explain the assignment. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The homework assignment will accomplish two things: first, it will check each student’s understanding of the term “sexual orientation;” second, it will require students to identify a trusted adult with whom to share their definition.

In addition, the anonymous questions will, in the aggregate, give an overall impression of students’ knowledge and understanding about sexual orientation.

HOMEWORK:

Ask students to complete the worksheet: “Defining Sexual Orientation,” and return it during your next class session.

Teaching About Sexual Orientation

Note: This teacher's guide is designed to accompany the PowerPoint presentation, "Sexual Orientation." Use it as a guide, or an actual script you can use to explain this topic to your students.

- As we get older, our feelings of romantic love are different from what we feel for friends or family members.
- If people feel this way about people who are a different gender than they are, they are called "heterosexual." You may also hear the word "straight."
- Sometimes, people will have these feelings for people who are the same gender as they are. This is called being "gay." Gay women are also sometimes called "lesbians."
- Some people might have romantic feelings for people of all genders. This is called being "bisexual."
- Our understanding of which gender or genders we feel romantic love and attraction for is called our "sexual orientation."
- Even though the phrase "sexual orientation" has the word "sexual" in it, in many cases, people have strong feelings of romantic love before they have feelings of sexual attraction – or before they act on them. You don't need to have done anything sexual with someone to know your sexual orientation.
- As you start going through puberty, hormones – those natural chemicals everyone has in their bodies – will start going up and down. This means you may feel really intense emotions from time to time – both positive and negative. This may also be when you start to feel more intense romantic love.
- During puberty, it's common to have feelings for people of your same gender and for people of different genders. Sometimes, that's part of understanding your sexual orientation. Sometimes, it's not, and you'll have feelings that come and go. So you may not know what your orientation is right away, or until you're older – and that's okay.

Homework: Defining Sexual Orientation

Name: _____

Date: _____

Instructions: In the space below, write your own definition of what sexual orientation is. Once you have done that, think of an adult you know well and trust who you could share this definition with. This could be a parent or other adult family member, a friend's parent, someone at school, etc. Tell this person what we discussed in class and share your definition so that they also know what sexual orientation is. See if they agree with your definition, or whether they have another take and add that to what you have. Make sure they sign below!

Sexual orientation is:

(What I say):

(What the adult I asked says):

Did you learn about sexual orientation when you were growing up?: If so, what did you learn?

(What the adult I asked said):

Name of adult: _____

Their signature: _____

Relationship to you: _____

Being Clear With Your Friends

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

HR.5.IC.1 – Demonstrate positive ways to communicate differences of opinion while maintaining relationships.

PS.5.IC.2 – Demonstrate refusal skills (clear “no” statement, walk away, repeat refusal).

TARGET GRADE: Grade 5
Lesson 5

TIME: 40 Minutes

MATERIALS NEEDED:

- Worksheet: “Conflict Situations”
- one situation for each pair of 2 students
- Board and chalk or markers and newsprint

ADVANCE PREPARATION FOR LESSON:

Pre-print on the board or newsprint the instructions for the role play activity:

- Review the situation and decide what to do.
- Decide who will play the roles.
- Decide as a group how the person can be assertive and stand up to their friend.
- Plan a very short role-play about two minutes long.

Pre-print on the board or newsprint the following terms and definitions:

AGGRESSIVE communication: trying to get what you want by bullying the other person into it.

PASSIVE communication: being unclear in expressing your needs or afraid to express them.

ASSERTIVE communication: clearly saying what you want or mean without being hurtful to the other person.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Successfully demonstrate assertive communication when expressing a difference of opinion with another person. [Skill]
2. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure. [Skill]

PROCEDURE:

STEP 1: Tell students that relationships aren’t always easy, whether they are relationships with family members, friends, classmates, or even romantic relationships. One of the things that happens, even in the best relationships, is that people have different opinions, likes and dislikes, and ideas about how to spend their time. Tell students that when conflict happens, it is very important to be able to communicate honestly. Ask, “*What can sometimes make communication difficult even with someone you really like?*”

Some possible responses might include:

- “I don’t want to upset them.”
- “I’m too embarrassed to talk about it.”
- “We don’t talk like that.”
- “I don’t want them stop being my friend.”

Being Clear With Your Friends

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- “It’s too much work – I just want to have a friend I don’t have to stress about.”
- “It’s none of their business.”

Say, “While these are certainly all reasons that make it difficult to communicate in a relationship, no relationship can last without good communication of some kind. And HOW we express ourselves is just as important as WHAT we are trying to communicate. We are going to look at three ways that people communicate with each other: aggressively, passively, or assertively.” Reveal the pre-printed definitions and review. Tell students:

“Being **AGGRESSIVE** is when someone tries to get what they want by bullying the other person into it.

Being **PASSIVE** is when a person is unclear in expressing their needs or afraid to. Sometimes this means that they won’t speak up about what they want, but just go along with what the other person wants.

Being **ASSERTIVE** is when a person says what they want or mean without being hurtful to the other person. They express their needs or opinions clearly while being respectful of the other person.”

Ask, “*What if someone asked you to go see a particular movie that you really didn’t want to see. How might you respond if you were passive?*”

Possible responses might include:

- “I’d probably go anyway.”
- “I’d say, ‘Well, I’ve already seen it – but that’s ok, I’ll see it again if you really want to see it’.”

Ask, “*What can be problematic about this kind of response?*”

Possible responses might include:

- “Because you’d end up seeing a movie you didn’t want to see.”
- “Your friend might feel guilty for making you go.”
- “You might go but be really annoyed with your friend.”

Ask, “*How would you respond to the same question using aggressive communication?*”

Possible responses might include:

- “I’ll go to the movies, but we’re going to see THIS movie, not that one.”
- “Oh, I hate that movie. It’s so stupid.”
- “Man, you have really bad taste in movies.”

Ask, “*What can be problematic about this kind of response?*”

Possible responses might include:

- “Because it becomes all about what I want.”
- “Because that’s rude, and can make the other person feel bad.”
- “Because your friend might get mad and you might lose them as a friend.”

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Ask, “How would you respond to the same question using assertive communication?”

Possible responses might include:

- “I’d love to go to a movie, but not that one. Let’s see something we both want to see. What else is playing?”
- “I don’t really want to see that movie but I want to hang out with you. Can we do something else?”
- “I think I’m going to skip that movie because I heard it was really scary, but you go and we can hang out later together.”

Ask, “What makes this an effective way of responding?”

Possible responses might include:

- “Because both people’s needs count.”
- “Because the person says what they mean, but don’t offend the other person.”
- “Because they can find a compromise that they would both like.”

Note to the Teacher: *It is possible that some students will insist that aggressive communication is the best especially if they really want to get their way. If this happens, try to facilitate a discussion about this. Some questions you can ask include: “If you can get what you want without hurting the other person, might it make more sense to do it that way? Why or why not?” “Would it be worth losing a friend to get your way?” “Would you stay friends with someone who answered you that way all the time to get what they wanted?”*

Summarize this discussion by making the following points:

- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate, and accept the other person’s needs.
- Compromise is a part of every relationship. This means that you give in sometimes, and the other person gives in at other times. But if one person is giving in more often than the other, it is an unequal, unhealthy relationship.
- It is important to stick to what you believe in and the decisions you make, even if they’re different from what people around you are saying.
- No one should do anything in a relationship that they do not feel right about doing.

(10 minutes)

STEP 2: Explain to students that while most people in relationships respect one another when one of them doesn’t want to do something and take each other’s feelings into account, sometimes, people just don’t take “no” for an answer. Say, “In these cases, it is really important to be able to stick to your beliefs and your decisions. But it can be hard, especially if the other person is putting pressure on you. So, let’s discuss some good refusal skills for those situations.” Explain that there are three good strategies they can use:

- Say “no” clearly and firmly.

Being Clear With Your Friends

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- Keep repeating your refusal until the person stops asking (tell the person that they are pressuring you and they should stop).
- If all else fails, simply walk away and refuse to discuss the issue further.

(5 minutes)

STEP 3: Tell students that you will now practice using assertive communication in responding to potential conflict situations. Explain that in this activity they will role play carrying out a decision they make and communicating it clearly and assertively. Divide students into pairs. Show the class the pre-written instructions so everyone can see:

- Review the situation and decide what to do.
- Decide who will play the roles.
- Decide as a group how the person can be assertive and stand up to their friend.
- Plan a very short role-play about two minutes long.

Hand out the scenarios from the “Conflict Situations” to each pair.

Note to the Teacher: Feel free to add specific scenarios that may related to something that has actually happened in your class or that you feel is appropriate for your students. Choose the ones that will have the most relevance and meaning for your class. You can also give the same scenario to more than one pair and see how different pairs decide to demonstrate assertive communication. (8 minutes)

STEP 4: Give groups about 5 minutes to plan. Then have each Pair present its role-play. After each role play, discuss the following questions:

- Was the student assertive?
- What technique(s) did they use? (Said “No” clearly; Kept repeating refusal; Walked away)
- Do you think they were effective? Why or why not?

Finish by telling students that standing up for what they believe in or what they want without being mean or hurting their friend’s feelings is not easy to do but is a very important skill to have. It is important to practice assertive communication whenever they can so they can get good at it. (17 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The role plays are designed to assess Learning Objectives one and two. Through role play, students should be able to demonstrate assertive communication and appropriate refusal skills.

HOMEWORK:

None.

Being Clear With Your Friends

Worksheet

CONFLICT SITUATION – 1

Monique's parents expect her to come home directly from school each day. But today, Jamila wants Monique to come to her house for a little "get together" after school. Some of the other kids are coming over and Jamila's mother won't be home. Monique doesn't want to go because she knows her parents will be really angry if she goes and she isn't sure it is safe without any adults there. Jamila doesn't want to take "no" for an answer because Monique is her best friend.

Question: How can Monique use assertive communication skills to tell Perry how she feels?

Write down some ideas for a role play that will demonstrate Monique using assertive communication to express her views. Think about some ways that Jamila might respond and what else Monique can do.

CONFLICT SITUATION – 2

Santi asked Jared if he could borrow his bike to go to soccer practice. This is a brand new bike Jared just got for his birthday, and he really doesn't want to lend it to Santi. Santi promises to take good care of it and says he would lend his bike to Jared if he asked because they are friends so Jared should do the same thing.

Question: How can Jared use assertive communication skills to tell Santi how he feels?

Write down some ideas for a role play that will demonstrate Jared using assertive communication to express his views. Think about some ways that Santi might respond and what else Jared can do.

CONFLICT SITUATION – 3

It was a hot day and Ben and Maya had played hard. They both want to get cold drinks from the corner store but don't have enough money. Ben suggests they walk to his house since his Mom always leaves her purse around and they could take some money from there.

Question: How can Maya use assertive communication skills to tell Ben how she feels?

Write down some ideas for a role play that will demonstrate Maya using assertive communication to express her views. Think about some ways that Ben might respond and what else Maya can do.

Being Clear With Your Friends

Worksheet

CONFLICT SITUATION – 4

It was a hot day and Ben and Maya had played hard. They both want to get cold drinks from the corner store but don't have enough money. Ben suggests they walk to his house since his Mom always leaves her purse around and they could take some money from there.

Question: How can Maya use assertive communication skills to tell Ben how she feels?

Write down some ideas for a role play that will demonstrate Maya using assertive communication to express her views. Think about some ways that Ben might respond and what else Maya can do.

CONFLICT SITUATION – 5

Michael invited Tracey to come over to his house after school. As they were walking to Michael's house they see a younger kid they know from school. The younger kid is by himself riding his skateboard. Michael wants to mess with this kid, just to play around, but Tracey is uncomfortable with that idea.

Question: How can Tracey use assertive communication skills to tell Michael how she feels?

Write down some ideas for a role play that will demonstrate Tracey using assertive communication to express her views. Think about some ways that Michael might respond and what else Tracey can do.

CONFLICT SITUATION – 6

Noor's friend Taylor found her mother's cigarettes on the kitchen table. Taylor took them and said she always wanted to try one just to see what it was like. Taylor asked Noor if she would please try one with her so they could compare notes. Noor is a little bit curious but really doesn't want to try it. She is afraid she will become addicted and really can't stand the smell. What should Noor do?

Question: How can Noor use assertive communication skills to tell Taylor how she feels?

Write down some ideas for a role play that will demonstrate Noor using assertive communication to express her views. Think about some ways that Taylor might respond and what else Noor can do.

Change Is Good!

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PD.8.CC.1 – Describe the physical, social, cognitive and emotional changes of adolescence.

PD.8.AI.1 – Identify medically-accurate sources of information about puberty, adolescent development and sexuality.

TARGET GRADE: Grade 6
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Prepared “Change is Good” cards, enough complete sets for one third of the student in class
- Letter-sized envelopes in which to place the sets of change cards.
- Scotch tape – one roll per small group of 3 students
- Homework: “Where Can I Learn More about Me?” – one per student
- Pencils in case students do not have their own
- Teacher Resource: “Change is Good Answer Key” - one copy for teacher

ADVANCE PREPARATION FOR LESSON:

- Print out the “Change is Good” cards and cut them up.
- Mix the cards up and place an entire set in an individual envelope. Be sure each group has a set of four header sheets for each as well (see below).

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least one physical, social, cognitive and emotional change young people go through during adolescence. [Knowledge]
2. Identify at least two websites that contain additional medically-accurate information about puberty and adolescence for young people their age. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the class by saying, “You are all at a time in your lives where your body is going through some amazing changes. For some of you, this may have started already; for others, these changes may not start for a few years yet. Some of these changes will make you feel really good about yourselves; it's exciting to see yourself growing up! Other changes may feel weird, like you're body's a bit out of control at times. As we go through the lesson, and as you experience these changes, try to always remember that all of these changes are normal. They are all important parts of growing up that everyone goes through. This time of growth is called ‘puberty’ and that it's started by the natural chemicals in our bodies, called ‘hormones.’” (5 minutes)

STEP 2: On the board, write the words, “physical, social, cognitive, emotional” in a vertical line, one beneath the next. Say, “Although a great deal of emphasis tends to be placed on the physical changes of

Change Is Good!

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

puberty, the changes we go through during this time are not simply physical, they are also social, cognitive and emotional. Social changes have to do with how we interact with others. Cognitive changes have to do with how we think, process information and learn. Emotional changes have to do with feelings, and our awareness of what may or may not cause us to feel certain things.”

Ask the students if anyone can give you an example of a physical change of puberty. Write that on the board next to the word “physical.” Ask what they think might change socially when you start adolescence/going through puberty. If they cannot think of one, say, “You may end up spending – or wanting to spend – more time with your friends than with your family.”

Next, ask what they think might change cognitively when they start adolescence/going through puberty. If they cannot think of an example, tell the class that an example of a cognitive change might be some temporary fogginess in how they think – followed by a clearing of that fogginess as they get older. Explain that an example of this fogginess might include forgetting to bring things with them when they go to or from school. Finally, ask for an example of an emotional change. If they cannot think of one, tell them that they may end up feeling very strong emotions out of nowhere, both positive and negative. Say, “While there’s a stereotype that only girls feel these strong emotions, students of all genders usually experience this at different times during adolescence.” (12 minutes)

STEP 3: Tell the class that you will now be doing an activity in which they will be given a number of changes people go through during adolescence and puberty and they will work in small groups to decide which category of change they are. Divide the group into groups of three, and provide each small group with an envelope containing a complete set of “Change is Good” cards, as well as one roll of tape. In each set will be four header sheets: physical, social, cognitive and emotional. Ask the students to spread the header sheets on the desk space (or floor) in front of them. They should then take out the remaining cards, read through them together and decide which kind of change each is. Tell them that once they all agree, they should tape each card on the corresponding header sheet. Remind them to look up at the board if they forget the definitions of any of the header terms. Tell them they will have about 10 minutes in which to do this work. (13 minutes)

Note to the Teacher: *The physical change header will have the most responses attached to it; feel free to add a second header sheet, or to instruct students to tape some to the front, and some to the back.*

STEP 4: After about 10 minutes, stop the students and ask for a group to volunteer to report back what was on the “physical” changes sheets. Make corrections as necessary using the teacher resource “Change is Good Answer Key” Have a second group read their responses to what was on their “cognitive” changes sheets, making corrections as necessary. Ask a third group to go through their responses on their “emotional” changes sheets, making corrections as needed. Ask a fourth group to go through their responses on the “social” changes sheet, also making corrections as necessary. (18 minutes)

STEP 5: Distribute the homework sheet, “Where Can I Learn More about Me?” and tell the students they each need to complete this sheet with a parent or caregiver and bring it in for the next class. (2 minutes)

Change Is Good!

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Teachers will assess understanding through the large group activity which achieves the first learning objective. For a more individualized assessment, students can put their names on the envelope they received, place their sheets/cards in the envelope, and hand them in at the end of class.

The individual homework assignments will help assess the achievement of the second learning objective.

HOMEWORK:

“Where Can I Learn More about Me?” sheets, for each student to complete online at home with a parent/caregiver and return during the next class session.

Homework:
Where Can I Learn More About Me?

Name: _____

Instructions: With a parent or guardian, visit <http://pbskids.org/itsmylife/body/puberty> and click on a few links there that look interesting to you. Then please answer the following questions:

1. Do you think what you found there reinforces what we talked about in class today? Why or why not?

2. How can you tell this is a reliable website for information about puberty?

Next, visit http://kidshealth.org/kid/grow/body_stuff/puberty.html and click on a few links there that look interesting to you. Then please answer the same questions:

3. Do you think what you found there reinforces what we talked about in class today? Why or why not?

4. How can you tell this is a reliable website for information about puberty?

Parent/Guardian Signature: _____

Change Is Good Cards - Page 1

**Grow taller
(growth spurt)**

**Grow hair under arms, on
legs, around genitals**

**Feel hungrier/
Eat more**

Get acne

Grow breasts

Hair texture may change

Voice deepens

**Hormone surges can
make your moods go
up and down**

Menstruation

Hips widen

Change Is Good Cards - Page 2

Voice cracks

Peer pressure increases

Muscle growth

**More interested in being
with friends**

**Start to become interested
in others more than friends/
finding a boyfriend or
girlfriend**

Sweat starts to smell

**May want to try different,
sometimes risky things**

**May have more conflict
with parents/caregiver**

**Anxiety and stress
can increase**

**May feel self-conscious
about how your
body looks**

Change Is Good Cards - Page 3

**Might have a hard time
making up your mind/feel
unsure**

**Experience more intense
feelings - happy one
minute, upset the next**

**Feel “paranoid” -
“Everyone’s looking at/
talking about me!”**

**Might have a hard time
understanding instructions the
first time they’re told to you**

**Feel like you forget things
people told you just a few
minutes before**

**Might start thinking, “Who
Am I?” - try to start defining
yourself as a person**

**Feel kind of clumsy/
trip over your own feet
sometimes**

**May feel really strong/
powerful because of
how your body looks**

Teacher Resource: Change is Good Answer Key

PHYSICAL	EMOTIONAL	COGNITIVE	SOCIAL
<ul style="list-style-type: none"> • Grow taller (growth spurt) • Grow hair under arms, on legs, around genitals • Feel hungrier/eat more • Get acne • Hair texture may change • Hormone surges can make your moods go up and down • Wet dreams • Hips widen • Grow breasts • Weight gain • Voice deepens • Menstruation • Voice cracks • Muscle growth • Sweat starts to smell • Feel kind of clumsy/trip over your own feet sometimes 	<ul style="list-style-type: none"> • Anxiety and stress can increase • Feel self-conscious about how your body looks • Experience more intense feelings – happy one minute, upset the next • Feel “paranoid” – “Everyone’s looking at/talking about me!” • May feel really strong/powerful because of how your body looks 	<ul style="list-style-type: none"> • May want to try different, sometimes risky things • Might have a hard time making up your mind/feel unsure • Might have a hard time understanding instructions the first time they’re told to you • Feel like you forget things people told you just a few minutes before 	<ul style="list-style-type: none"> • Peer pressure increases • More interested in being with friends • Start to become interested in others as more than friends/ finding a boyfriend or girlfriend • May have more conflict with parents • Might start thinking, “Who Am I?” – try to start defining yourself as a person

Physical

Social

Emotional

Cognitive

Gender Roles, Gender Expectations

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

ID.8.CC.2 – Explain the range of gender roles.

TARGET GRADE: Grade 6
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- White board or flipchart pad
- White board or flipchart markers, two of which should be different colors
- Pencils in case students do not have their own
- Homework: "Gender in the World Around Us," - one per student

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two characteristics that are stereotypically attached to boys, and two that are stereotypically attached to girls. [Knowledge]
2. Describe their own feelings about behaviors being ascribed to a particular gender. [Affect]

Note to the Teacher: *This lesson is designed to look at social roles and characteristics assigned to people based on their gender. It is intentionally set up to explore the gender binary, so the use of "boys" and "girls" is intentional.*

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask the students, "When a baby is born, what is the first question we tend to ask?" Probe for, "Is it a boy or a girl?" Once you have heard this response, ask, "And to answer this question, where do we look – at the baby's nose?" If students don't feel comfortable responding (they may giggle because they know the answer but may not feel like they can say it), feel free to say, "We look at their genitals. If we see a penis, people will say 'it's a boy!' and if we see a vulva, people will say, 'it's a girl!' That moment will probably determine how the people in that baby's life will interact with that child." (2 minutes)

STEP 2: Say to the class, "Imagine for a moment that an alien landed from outer space who's doing some research on different creatures on our planet. One of these creatures the alien is researching is called a 'boy' (write the word "Boys" on the board or on a sheet of flipchart paper). How would we describe to someone who's never encountered a boy before what boys are like?"

Gender Roles, Gender Expectations

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Ask the class to shout out answers to your prompt, “Boys are...,” telling them they shouldn’t worry about how any of them sound. Write all of the responses on the board or flipchart sheet. As you write, repeat the phrase, “boys are...” to continue to prompt the students. Continue to write until you have filled the flipchart sheet or board.

Thank the students for creating the list. Then say, “The alien appreciates all of the data you have shared. It just needs a bit more data before it heads back home. The alien would also like to be able to describe what a ‘girl’ is like (write the word “Girls” on the board or on a sheet of flipchart paper). How would we describe to someone who’s never encountered a girl before what girls are like?” As before, ask the class to shout out answers to your prompt, “Girls are...,” telling them they shouldn’t worry about how any of them sound. Write all of the responses on the board or flipchart sheet. As you write, repeat the phrase, “girls are...” to continue to prompt the students. Continue to write until you have either filled the sheet of newsprint or have two columns filled with words that are as close to equal in length to what was generated by the class for the “boys are” list.

Thank them for their work, and let them know that the alien has left happy with all its data. (20 minutes)

STEP 3: Ask the students to look at both lists. Ask, “What do you notice about the two lists?”

Note to the Teacher: Since these lists are generated by the students, what is shared can be different each time you do the activity. In some cases, there will be all positive things about one of the genders, and all negative things about the other. In other cases, it will be a mix.

Possible responses depend on what is recorded on the sheets. For example, “There are a lot of negative things about girls and more positive things about boys,” or “The stuff about boys seems to focus on _____, while the stuff about girls seems to focus on _____.”

As the students identify themes they have noticed, ask, “Are there things on these lists that are stereotypes? That apply to some, but not all, boys or girls?” The students will acknowledge that, yes, this is the case.

Go to the boys list. Ask, “Are there things on this list that can apply to girls?” An example of this might be, “be athletic.” Ask, “Is it okay if a girl is [athletic; funny; strong]?” The class is likely to say it is.

Then go to the girls list. Ask, “Are there things on this list that can apply to boys?” An example of this might be, “Be sensitive.” Ask, “Is it okay if a boy is [sensitive; sweet; dramatic]?” The response to this will be mixed; girls will be more likely to say it is okay for guys to express themselves in different ways, while boys will be more likely to say certain things are not okay for boys to be or do. Lastly ask, “How does this impact students who are transgender or gender non-conforming?”

Note to the Teacher: The most important question you can ask as you process these lists is, “Why do you think this is?” In asking them to reflect on what they generated on the lists, you help them to challenge the gender norms that have been taught to them from their earliest ages.

In addition, learned homophobia is likely to come up – where boys in particular will say that doing something on the “girl” list means that a boy is “gay.” Again, challenge this idea by asking, “Why?” and pointing out that they didn’t say the same about girls doing something that was on the boy list. (15 minutes)

Gender Roles, Gender Expectations

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 4: Ask the students to take out a sheet of paper. On the front board, write the phrase, “If I were a _____, one thing I’d do that I can’t do now is...” Say, “We’ve talked a bit about how we act – or are supposed to act or be – based on our gender. This is only the beginning of what’s a really complex topic. What I’d like you to do now is think about what you perceive would be different if you were a different gender.”

Ask them to copy down this phrase, fill in the name of a gender they are not and think about how they’d finish that sentence. Once they have come up with some ideas, ask them to complete the sentence stem with three things they perceive they’d be able to do if they were a different gender.

Ask whether any of the students would volunteer to read one of the ideas. After a few students have gone, ask them to write their names at the top and hand in their sheets. (8 minutes)

STEP 5: Explain the homework assignment: that they are to go home and do a mini scavenger hunt to find at least one thing that fulfills a stereotype for a particular gender, and one that breaks a stereotype for a particular gender. Let them know they can use technology as they wish; for example, taking a photograph using a smart phone or tablet. Explain that if they only have one gender represented in their homes, they can provide an example from a favorite tv show, book or something they’ve seen online. Distribute the homework sheets and close the class. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The students’ participation in the all-class brainstorm and discussion that follows will help the teacher fulfill the first learning objective. The homework assignment will measure the second learning objective.

HOMEWORK:

“Gender in the World Around Us,” a worksheet they are to complete at home in which they provide examples of gender role stereotypes where they live.

Homework: Gender in the World Around Us

Name: _____ Date: _____

Instructions: Go around your home and find examples of things or people that fulfill gender role stereotypes – for example, girls or women doing the kinds of things the class identified as being “for girls” or boys or men doing the kinds of things the class identified as being “for boys.” You can take pictures of these and attach them to your homework sheet, or provide examples from tv shows, books, the internet or just people who live at home or visit you.

Example One: _____

Example Two: _____

Now, find two examples of girls or women doing things that would more likely be listed on the “boy” list. Again, you can take pictures of these and attach them to this sheet, or provide examples in the space provided.

Example One: _____

Example Two: _____

Now, find two examples where boys or men are doing things that would more likely be listed on the “girl” list. Again, you can take pictures of these and attach them to this sheet, or provide examples in the space provided.

Example One: _____

Example Two: _____

Who do you think has more flexibility around gender, boys or girls? _____

Why do you think that is? How do you feel about it? _____

Understanding Boundaries

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.IC.2 – Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

PS.8.CC.3 – Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.

PS.8.CC.4 – Explain why a person who has been raped or sexually assaulted is not at fault.

TARGET GRADE: Grade 6
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- White board or flipchart, markers
- White board or flipchart pad
- Masking tape
- Worksheet: "Setting and Respecting Boundaries" – one copy for every three students
- Homework: "What's Your Advice?" – one per student
- One letter-sized envelope
- National Sexual Assault and Prevention Hotline/Website sheets, individually cut and placed in the envelope - one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Print out a copy of the "National Sexual Assault and Prevention Hotline/Website" sheet, and cut into individual squares. Place these in an envelope.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define what a boundary is, with an emphasis on personal boundaries. [Knowledge]
2. Demonstrate how to be clear about one's own and show respect for others' boundaries. [Knowledge]
3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law. [Knowledge]
4. Name at least one resource to whom they can report sexual assault or rape. [Knowledge]

Note to the Teacher: *The topic of this class can sometimes lead to a student discussing abuse or assault they have experienced, or that someone else in the class or school has experienced. If a student were to share an example during class, you will have to take action according to your school's policies and state law. Please see our Teacher Background materials about how to manage this in the classroom were it to happen.*

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask the class whether they've ever heard the term "boundary" before. After they have responded, explain that a boundary is a limit placed on something. It can be an actual physical boundary – like if one were to come upon a sign that read, "Do Not Enter" – or a rule about how society works – like the law that says people can't drive cars or vote until they're a particular age.

Understanding Boundaries

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Explain that today's lesson is going to focus on personal boundaries. These are the boundaries we set for ourselves relating to what we are and aren't comfortable with. Ask whether any students can provide examples of personal boundaries? Probe for: physical contact (hugging, kissing); keeping your personal space around you/not being crowded; language (when people use language that others find offensive, that also violates a boundary); when someone uses or borrows your stuff without asking, etc.

Ask the students to provide an example of a physical boundary they have. Then ask whether anyone has ever had someone not respect their physical boundaries, and how that felt. Finally, ask whether anyone is willing to share a time when they didn't respect someone else's boundary. If they give an example, ask them to describe why, if they can recall, they did that, how they knew they'd gone over that boundary and what the other person did in response. If no one has or is willing to provide an example, talk about when an adult family member expects a hug or a kiss and you don't feel like hugging or kissing that person yet are expected to. Another example is a younger person being told they need to share their stuff with a younger sibling when they don't want to. (10 minutes)

STEP 2: Explain, from the examples given, that clearly people don't like it when they have a boundary and someone else doesn't respect that boundary. Tell the students that as they get older and end up having a boyfriend or girlfriend, the issue of boundaries is going to have to do with sexuality, which can make them more sensitive to discuss.

Break the class into groups of 3. Tell them you are going to give them a worksheet with some scenarios on them. Ask them to complete the sheets in their groups. Distribute one sheet per triad, telling them they will have about 10 minutes in which to complete them. (15 minutes)

STEP 3: After about ten minutes of working, ask for the class' attention and ask a volunteer to read the first example. Ask different groups to share what they thought about how each person in the scenario responded, as well as what they could have done differently. As students respond, write key words on the board or flipchart paper to reinforce effective communication about boundaries. Examples of these might include: "be clear," "stop when someone says no," "be direct but try not to be mean about it," etc.

Have a different student read the second example aloud and again ask for volunteers from different groups to share their responses to the two questions. If they refer to something already written on the board, write a check mark next to that term/ phrase; if they contribute something new, add it to the list. (15 minutes)

Note to the Teacher: *Depending on the type of class you have, you may wish to have students actually role play these scenarios at the front of the class so they can see these suggestions in action to determine what was most useful or helpful and why.*

STEP 4: Ask the students to look at what's on the board and describe what themes or lessons they notice in what's written, probing for the importance of knowing and being clear about what your boundaries are, and of finding out what someone else's boundaries are and respecting them, including if they were to change.

Say, "These are pretty low-key behaviors and boundaries we're discussing – but it can get far more serious than this." Ask the students whether they have ever heard the terms "rape" or "sexual assault" before, and if so, what they understand it to be. Probe for, "it is when

Understanding Boundaries

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

someone forces another person to do something sexual that they don't want to do." Explain that rape usually involves some kind of forced sex – vaginal, oral or anal – but that if a person does other sexual things to another person who didn't want to do those things, it's considered sexual assault or abuse, and is just as wrong as rape is.

Explain, "Rape and sexual assault are extremely serious because they can hurt someone physically and emotionally. They are not just wrong, they are crimes. So if you aren't sure what another person's boundaries are – or, like Max, push it a bit to see if the other person will change their mind – you may end up committing a crime. This is another reason why clear communication is so important – if you're not sure how someone else is feeling or what they want to do sexually, just ask. If you don't like what you're doing sexually with another person, say you want to stop – and then stop."

Finally, tell the class, "The most important message I'd like you to walk away with is that the person who doesn't respect boundaries – the person who pushes it or assaults or rapes another person – is always responsible for what happens. If someone says 'no,' you need to stop what you're doing. If you don't like what someone is doing, you need to say 'no' really clearly. If someone does sexually assault or rape another person, it is never the fault of the person who has been assaulted or raped. The abuser or rapist is always in the wrong – it doesn't matter what the person who was raped was wearing, or whether they knew each other, were a couple or had done something sexual together before. No means no – every single time. Even if someone is silent, they have not given consent." (7 minutes)

STEP 5: Take the envelope with the individual squares that contain the sexual assault hotline and website on them, and begin to walk around the room, giving one to each student. As you walk, say, "It's always best if you can talk with a parent/caregiver about something serious that's happened to you or someone you know. You can also always talk with another trusted adult, like someone here at school. But sometimes, people – both kids and adults – find it really hard to talk about sexual assault. That's why there's this hotline, which you can access by calling or going online. In the end, it doesn't matter who you talk with about this – what matters is that you tell someone so that it stops and so that person can't do it to anyone else."

Distribute the homework sheet, "What's Your Advice?" and ask them to complete it and bring it to the next class. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The content messages of the learning objectives are provided in the teacher's lecturette; the small group activity will help the teacher assess learning objectives one and two; three will be assessed by observation during the last discussion. The homework will provide an opportunity to assess individual understanding as they relate to objectives one and two.

HOMEWORK:

The "What's Your Advice" worksheet in which two different scenarios are given and the students have to respond directly to the situations described.

Worksheet: Setting and Respecting Boundaries

Instructions: Please read each example and discuss in your groups how you think the characters should handle each situation. Elect one person to be the writer and have that person record your answers in the space provided.

1. Amy and Jesse are one of the first couples in 7th grade. Amy loves that everyone knows they're a couple, and always holds Jesse's hand in the hallway or puts her arm around Jesse. Jesse really likes Amy, but has never been a really physical person and doesn't like the public touching. The next time Amy sees Jesse at school, she wraps her arm around Jesse's waist, gives a gentle squeeze and says, "Hi!" Jesse, embarrassed, says, "You don't have to do that every time we see each other." Amy pulls back immediately, says "fine" and walks away.

How do you think Jesse handled this? What could/should Jesse have done differently?

How do you think Amy handled this? What could/should Amy have done differently?

2. Max and Julia spend a lot of time together now that they're a couple. When they find some private time alone, they like to kiss a lot. Max really wants to do something more, and so the next time they're alone together, he tries to pull Julia's shirt up and reach for one of her breasts. She pulls it back down and says, "No," but keeps kissing Max. He tries again, and she says, "Max, no." Max remembers seeing in a movie that if you keep trying, sometimes the other person gives in – so he tries again. Julia pushes him off, stops kissing him, and says, "I'm going home" and leaves.

How do you think Max handled this? What could/should Max have done differently?

How do you think Julia handled this? What could/should Julia have done differently?

**NATIONAL SEXUAL
ASSAULT PHONE HOTLINE**

800.656.HOPE (4673)
<https://ohl.rainn.org/online/>

Homework: What's Your Advice?

Name: _____ Date: _____

Instructions: Read each of the situations described below. Then write down what you think the best advice is for the people seeking your help.

1. A friend comes to you and says they really needs to talk to you about something. They say that someone you both know at school cornered them in the bathroom when no one else was there and touched them between their legs, saying, "I know you want it." What would you tell her to do?

2. A guy you know has a girl who really likes him – she's all over him at school, but he's less interested. He doesn't want to hurt her feelings, so he doesn't say anything directly to her, but he really doesn't like her like that. He comes to you because she said if he doesn't make out with her, she's going to tell everyone he's gay. What would you tell him to do?

Communicating About A Sensitive Topic

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.IC.1 – Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors.

TARGET GRADE: Grade 6
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheets: "Be Assertive!" – one per every two students
- Answer Key: "Be Assertive!" – one copy for the teacher
- Homework Assignment: "Be Assertive!" – one copy per student
- Pencils in case students do not have their own
- Newsprint - three sheets
- Markers
- Masking tape

ADVANCE PREPARATION FOR LESSON:

- Prepare three sheets of newsprint, each of which should have one of the following terms and their definitions: "Passive – when a person doesn't stand up for themselves or say what they want in a situation," "Aggressive – when someone says what they want in a way that doesn't respect or even threatens the other person," "Assertive – when one person communicates about their wants and needs respectfully, considering the other person's wants and needs."

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define three types of communication: passive, assertive and aggressive. [Knowledge]
2. Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something sexual with them. [Knowledge, Skill]
3. Demonstrate an understanding of how to communicate assertively about one's own decision to wait to engage in any shared sexual behaviors. [Knowledge, Skill]

PROCEDURE:

STEP 1: Ask the students, "Have you ever had a misunderstanding with a friend or family member about something you or the other person said?" If they respond yes, ask for some examples. Point out, as appropriate, when the examples given are examples where communication was the issue, not what was said. If there aren't any examples that reinforce that point, say, "You've given some good examples. One thing we're going to talk about today is how it's not always what we say to people, but how we say it that makes a difference in a situation." (3 minutes)

Communicating about a Sensitive Topic

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 2: Reveal the first newsprint sheet with the word “passive” and the definition. Ask one of the students to read it aloud to the class. Say, “Let’s have an example. Say someone asked you to go to a movie you really don’t want to see. If you were passive, how might you respond?” Let a few students try, listening for passive responses. If they do not quite get it, provide the following examples:

“Well, I kind of don’t want to see that movie, but if you want to we can.”

“Um, maybe? I’ve kind of seen it, but I guess I could see it again.”

Point out the passive aspects of the responses. Emphasize that, in the end, what the passive person wants is not being equally considered along with the other person.

Reveal the second newsprint sheet with the word “aggressive” and the definition. Ask a different student to read it aloud. Say, “Let’s use the same example – someone asks you to go to a movie you really don’t want to see. How do you tell them you don’t want to see it in an aggressive manner?” After students have given a few responses, feel free to supplement with these examples:

“Um, NO – we’re not going to see that movie, we’re going to see THIS one.”

“You really want to see THAT movie? What are you, like 5 years old?”

Point out the aggressive aspects of the responses. Emphasize that, while an aggressive response may get that person what they want, they’ve hurt the other person unnecessarily. Explain that when someone responds aggressively to us, it can make us feel bad about ourselves – or, depending on how aggressive the person is being, even a bit scared. That’s not a very respectful way to treat other people.

Reveal the third newsprint sheet with the word “assertive” and the definition. Ask a different student to read it aloud. Say, “Let’s use the same example – someone asks you to go to a movie you really don’t want to see. How do you tell them you don’t want to see it in an assertive manner?” After students have given a few responses, feel free to supplement with these examples:

“I’m not really interested in that movie – are there any others you’ve been wanting to see? What about this one?”

“I’m not up for a movie – what else do you feel like doing?”

Point out the assertive aspects of the responses. Emphasize that it’s okay to disagree with someone or to propose something different from what they want – but how you do it is important. (7 minutes)

STEP 3: Ask the students whether they have ever heard the word “abstinence” before. Ask them what they have heard, or what they understand it to mean. Tell them that “abstinence” refers to deciding not to do something for a period of time. Explain that people can choose to abstain from all sorts of things throughout their lives. For example, when people go on a diet, they may abstain from eating sugar for a period of time. Then, they might start eating it again in small amounts. That lets them enjoy dessert without experiencing the negative consequences that can come from eating too much of them.

Communicating about a Sensitive Topic

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Tell the students that for this next activity you are going to focus on abstinence from sexual behaviors. That means waiting to have vaginal, oral or anal sex.

Say, “In my other example, I talked about choosing to abstain from sugar to minimize the negative ways it can affect the body. Can anyone think of reasons why someone might choose to abstain from the sexual behaviors I just mentioned?” Probe for:

- They don’t want to get pregnant or get someone pregnant
- They don’t want to get an STD or HIV
- They don’t feel like they’re old enough/ready

Note to the Teacher: Some students may say “because it’s wrong” or “because it’s a sin.” Although these are valid reasons for some students, it is important to avoid shaming those who do have sex. Simply adding the word “some” – “some people have been taught that it’s a sin, although not everyone is religious or belongs to the same religion” – can ensure that that student is heard while minimizing the judgment placed on those who may end up having a different experience.

After you have heard the reasons given, say, “These are all good reasons. Remember the example I gave about sugar? Some people who choose to abstain from eating sugar do it so that when they do start eating it again they are being careful about their health overall. That’s because foods with sugar taste really good – and as long as we eat them in moderation and balance them with other healthy foods, eating sweet food, for some people, is a part of enjoying their lives.

Same thing here with sex. People who choose to abstain from sex usually end up having sex at some point in their lives. That’s because sex between two people, when both people are ready physically and emotionally, have said they wanted to do it and are ready to protect themselves from unwanted pregnancy and/or disease, can feel good and bring a couple closer. But just like with other things in our lives that help us feel good, we need to think about how and when to do them.

For the purposes of this next activity, I’m going to ask you to imagine that you are in a future relationship with someone who wants to have some kind of sex with you. You know you are not ready to have sex, but you really like this person and would like them to be your girlfriend or boyfriend. We’re going to practice how you can tell them you want to wait without hurting their feelings or feeling bad about your decision.” (10 minutes)

STEP 4: Break the students into pairs. Ask them to pretend someone is asking them to have some kind of sex, and they don’t want to. On the sheet are some sample ways of saying “no” to someone who wants to have sex when you don’t. Tell them to read through each and talk about whether that response is passive, aggressive or assertive. Once they’ve decided, they should circle the answer on the sheet.

Then, if the statement is NOT assertive, they should work together to re-write the response to make it assertive. Tell them they will have about 10 minutes in which to do this.

Distribute the worksheets. As students work, walk around and listen to their discussions to be sure they understand the activity. (13 minutes)

Communicating about a Sensitive Topic

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

STEP 5: After about 10 minutes, ask students to stop. Go through each of the answers, asking different students to share their responses. Use the “Teacher’s Guide: Be Assertive!” as a reference to provide assertive responses if students are stuck. (15 minutes)

STEP 6: When there are 5 minutes left in the class, stop and tell them about the homework assignment. Explain that they are to go home and “teach” a parent/caregiver the difference between passive, assertive and aggressive communication. Then their parent/caregiver will answer a few questions on the homework sheet, which the students should bring back to their next class session. Distribute the homework sheets and collect the completed “Be Assertive!” worksheets. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The worksheet activity will ascertain whether students understand what passive, assertive and aggressive communication are and what the differences between them are which achieves the first two learning objectives. The homework will further reinforce and provide assessment of understanding based on how well they communicate the lessons to their parent/caregiver.

HOMEWORK:

Students are to go home and “teach” a parent/caregiver what they learned. The parent/caregiver is to complete the “Be Assertive!” homework sheet provided, which the student is to bring with them to the next class.

**Worksheet:
BE ASSERTIVE!**

Instructions: Pretend that someone is pushing you to have sex with them, and you want to wait. The following statements are possible responses to that pressure. Circle whether each statement is PASSIVE, AGGRESSIVE, or ASSERTIVE. If it's not assertive, write a response that is.

1. I don't want to have sex with you, grow up!

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

2. Listen, having sex means taking risks – and I'm not willing to risk my health and my future like this.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

3. If all you can think about is sex, there's something wrong with you.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

4. I'm not ready to have sex right now. But I really like it when we kiss a lot.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

5. I guess we could hang out at your place – I mean, I'm really uncomfortable about your parent(s) not being there, but if you really want to, I'll come with you.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

Adapted from an activity in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing

Teacher's Guide: BE ASSERTIVE!

Instructions: Pretend that someone is pushing you to have sex with them, and you want to wait. The following statements are possible responses to that pressure. Circle whether each statement is **PASSIVE**, **AGGRESSIVE**, or **ASSERTIVE**. If it's not assertive, write a response that is.

1. I don't want to have sex with you, grow up!

PASSIVE, **AGGRESSIVE**, or ASSERTIVE?

ASSERTIVE: I don't want to have sex, but I really like you. Let's talk about what else we can do together that doesn't include sex.

2. Listen, having sex means taking risks – and I'm not willing to risk my health and my future like this.

PASSIVE, AGGRESSIVE, **ASSERTIVE?**

3. If all you can think about is sex, there's something wrong with you.

PASSIVE, **AGGRESSIVE**, ASSERTIVE?

ASSERTIVE: I'm curious about sex, too – but I feel like you talk about it a LOT and it makes me feel like there's something wrong with me.

4. I'm not ready to have sex right now. But I really like it when we kiss a lot.

PASSIVE, AGGRESSIVE, **ASSERTIVE?**

5. I guess we could hang out at your place – I mean, I'm really uncomfortable about your parent(s) not being there, but if you really want to, I'll come with you.

PASSIVE, AGGRESSIVE, ASSERTIVE?

ASSERTIVE: I love hanging out with you, but I'm not comfortable doing that when no one else is home. Want to come to my place instead?

Adapted from an activity in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing

BE ASSERTIVE!

Homework

Student Name: _____

Date: _____

Dear Parent/Caregiver: Today, your child learned the differences between passive, assertive and aggressive communication. Your child is going to teach this to you. Once you have learned this, please answer the following questions:

1. According to your child, what is the difference between passive, assertive and aggressive communication?

2. Of the three, which is the one that shows the most respect for both people involved?

PASSIVE AGGRESSIVE ASSERTIVE

3. Of the three, which one often ends up hurting the other person or making them feel bad?

PASSIVE AGGRESSIVE ASSERTIVE

4. Of the three, which one doesn't help you communicate what you want or need clearly?

PASSIVE AGGRESSIVE ASSERTIVE

Thank you for your time!

Parent/Caregiver signature: _____

More Than Friends: Understanding Romantic Relationships

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.CC.3 – Analyze the similarities and differences between friendships and romantic relationships.

TARGET GRADE: Grade 6
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Handout “Case Study: Olivia and Dylan” – one per every three students
- Handout “Case Study: Aaron and Sophie” – one per every three students
- Homework: “Relationships on TV” – one per student
- White board
- White board markers of at least two different colors
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least two characteristics of a friendship, and two characteristics of a romantic relationship. [Knowledge]
2. Identify at least two similarities and two differences between friendships and romantic relationships. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Tell the students that you are going to be talking about different kinds of relationships. Divide the class into groups of 3, and as they are getting into their trios, walk around and distribute one copy of the case study, “Aaron and Sophie,” to each trio. (3 minutes)

STEP 2: Once everyone has gotten settled, ask for a volunteer to read the story aloud to the class. Tell them that they will have about 10 minutes to answer the questions on the worksheet as a group. Ask them to decide who in their group will be the recorder, and have that person put all three group member names on the top of the sheet. (12 minutes)

STEP 3: When students seem to be close to finishing, distribute the second case study, “Olivia and Dylan.” Ask for a different student to read that story aloud. Ask the students to, once again, have their recorder write the group names on the top of the sheet, and then discuss and respond to the question. They will have 10 more minutes to work on that sheet. (12 minutes)

STEP 4: After 10 minutes have passed (or the students have finished working), say, “Let’s start with Aaron and Sophie. What kind of relationship would you say this is?” Students will likely say, “friends”, “friendship”, or “best friends;” write “friendship” on the board. Ask, “How do you know this is a friendship?” Probe for the actual characteristics. For example, someone might say, “Because they’re really close?” Ask,

More Than Friends: Understanding Romantic Relationships

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

“How do you know they are close? What about what you read here shows they are close?” Ask the students to read their responses from their worksheets. Facilitate the discussion for these possible responses, proposing them if they are not mentioned:

- Talk about a lot of things
- Spend a lot of time together
- Are honest, even when it's hard to be
- Fight but make up
- Stick up for each other
- Support each other by going to each others' events
- Feel jealous

Once the list is created, go through each, asking the students which they'd consider to be positives, and which negatives. Put + signs and – signs next to the various characteristics accordingly. If there is disagreement, put both a plus and a minus sign, and talk about how/why each could be positive or negative. Discuss when something that seems to be a positive can turn into a negative, such as spending too much time together, or are honest in ways that end up being hurtful. (6 minutes)

STEP 5: Next, say, “Now let's look at Olivia and Dylan. What kind of relationship would you say this is?” Students will likely say, “a relationship” or “boyfriend/ girlfriend.” Write the words, “Romantic Relationship” on the board. Ask the students to share the characteristics from their worksheet that describe this romantic relationship and write them beneath the words “Romantic Relationship.” Facilitate the discussion for these possible responses, proposing them if they are not mentioned:

- Have their friends talk for them rather than speaking directly
- Spend a lot of time together
- Get jealous
- Feel they have the right to do/know certain things (e.g., checking the other person's phone)
- Make assumptions about what the other person is feeling
- Kiss and do other sexual things
- Find creative ways of getting noticed

Once the list is created, again go through each, asking the students which they'd consider to be positives, and which negatives. Put + signs and – signs next to the various characteristics accordingly. If there is disagreement, put both a plus and a minus sign, and talk about how/why each could be positive or negative. Discuss when something that seems to be a positive can turn into a negative, such as spending too much time together, or checking up on the other person nonstop. (6 minutes)

More Than Friends: Understanding Romantic Relationships

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STEP 6: Ask the students to look at the two lists and tell you what they notice about them. Depending on what is generated, they may notice similarities or differences. For the characteristics on both the positive and the negative lists that are similar, circle them in the same-color whiteboard marker. Once they have this visual, ask the following questions:

- What do you think are the main differences between a friendship and romantic relationship?
- How do you know when you're in a friendship or romantic relationship? Does something sexual have to happen? Or can you have a boyfriend or girlfriend without doing any of that?
- Do you think it's easier having a friend or a boyfriend/girlfriend? Why? If there are these [indicate the list on the board] similarities, how is being in one kind of relationship different from the other? (8 minutes)

STEP 7: Say, "People tend to think of friendship and romantic relationships as really different – but as you just saw, there are some similarities, too. The question for everyone to think about is, would you expect a romantic partner to behave in ways – aside from sexually – that a friend wouldn't, or vice versa? Are there things you've learned from being in a friendship – such as being able to talk about what's going on – that you can use in your relationships?"

Explain the homework and distribute it to students, asking them to complete and return it next class. (3 minutes)

***Note to the Teacher:** The "Dylan and Olivia" example is intentionally gender neutral. This can provide a good opportunity to discuss same-sex relationships. As time allows, you can tell the students you notice they assumed Dylan was a boy (if they did). Some students will notice the lack of pronouns and ask right away, "Are they two girls?" As part of the facilitation, you can ask, "How is being in a relationship different for two boys or two girls?" as well as, "What if Dylan was transgender? How might that affect the scenario?"*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Having the students put all the group members' names on both case studies and collecting them will fulfill the first learning objective. The large group discussion after the small group work will help teachers assess the achievement of the second learning objective. The homework assignment will help to address both.

HOMEWORK:

Worksheet: "Relationships on TV" – instruct the students that they are to watch a tv show that has both friendships and romantic relationships depicted and complete the assignment about what they see.

Case Study: Aaron and Sophie

Names: _____

Instructions: Please read the following story and respond, as a group, to the questions listed beneath it.

Aaron and Sophie have lived down the hall from each other in the same apartment building since they were little kids. They have played together, stuck up for each other, fought with each other, played house and doctor and Xbox and American Girl dolls. Their parents gave them keys to each others' apartments and they come and go from each place as if they had two places to live. If something bothers either of them – even if it's something the other one did – they talk about it right away. Sophie is probably the only person outside of his family who's seen Aaron cry, and Sophie has told Aaron more about her dreams for the future than she's told her own sister. They do homework together and go to each others' events at school (Aaron is in the jazz band and Sophie plays soccer). Now that they're in the 8th grade, they have started liking other people as more than friends, and both would like to have a boyfriend or girlfriend. They talk with each other about who they like or don't like, and about who they can't believe likes them. Sophie really likes someone who's in jazz band with Aaron and even though Aaron doesn't like Sophie as more than a friend, he feels a little jealous. When they hang out later in the day, Aaron tells her, even though it's really hard, about how he's feeling. Sophie tells him she's felt the same, and reminds him that he's her best friend and that nothing will change that. They end up going out for pizza, where they see some other friends and they all have a really nice time together.

What kind of a relationship is this?

What five words would you use to describe their relationship, or how they are with each other?

1. _____
2. _____
3. _____
4. _____
5. _____

Looking at those words, which would you say are POSITIVE, and which are NEGATIVE?

Please put a "+" next to the ones you think are positive, and a "-" next to the ones you think are negative.

Case Study: Olivia and Dylan

Names: _____

Instructions: Please read the following story and respond, as a group, to the questions listed beneath it.

Olivia is a newer eighth grade student, having just moved to the area over the summer. On the first day of school, she notices Dylan, and thinks Dylan is kind of cute. Dylan sees Olivia and thinks she's cute, too. Olivia has already met a few students so Dylan asks someone to ask those students what they know about Olivia – especially whether she likes anyone. Olivia hears that Dylan's been asking about her and decides to find excuses to walk past Dylan's locker. Dylan pretends not to see her, until one day, Olivia pretends to trip and drops her books. Dylan helps her pick them up, they start talking, and decide to hang out after school. This leads to hanging out a few more days that week, texting and FaceTime every night, and finally, one afternoon when they're watching a movie, a kiss. Officially a couple, they spend as much time on their own as they can, kissing and touching each other. Everything's going great, although Olivia feels like other students are now interested in Dylan since they became a couple. She doesn't say anything because she doesn't want to seem jealous (even though she is). Dylan doesn't get why Olivia seems mad about something. She even asked to borrow Dylan's phone "to look something up," but then went through Dylan's texts. Dylan didn't like that, but didn't say anything. Besides, Olivia kissed Dylan when she returned the phone and that always fixes things! One afternoon, Olivia says, "So... you want to?" Dylan doesn't know what she's talking about, but doesn't want to show it so just nods and keeps kissing her. When Olivia starts taking off her clothes, Dylan realizes what's about to happen – but isn't sure it should. "Should I say something? Shouldn't we talk about it more first?" – all these thoughts start going through Dylan's head. Dylan's phone rings, and it's Dylan's mom saying she needs Dylan to come home. Dylan kisses Olivia and says, "You're so beautiful, I'll text you later," and runs out.

What kind of a relationship is this?

What five words would you use to describe their relationship, or how they are with each other?

1. _____
2. _____
3. _____
4. _____
5. _____

Looking at those words, which would you say are POSITIVE, and which are NEGATIVE?
Please put a "+" next to the ones you think are positive, and a "-" next to the ones you think are negative.

Homework: Relationships on TV

Name: _____ Date: _____

Instructions: For this assignment, you have to watch tv! Please watch a show you already know and like that has at least one friendship and one romantic relationship in it. Then complete the worksheet below.

Name of Show: _____

1. Describe one of the friendships depicted on the show. What characteristics that we discussed in class did you see shown? Were there any shown that we didn't mention in class? If so, list those below and then decide if you think those were positive or negative characteristics. What made them positive or negative?

2. Describe a romantic relationship you saw on the show. What characteristics that we discussed in class did you see shown? Were there any that we didn't mention in class? If so, do you think those were positive or negative characteristics? What made them positive or negative?

3. If you were to describe one lesson the people in the romantic relationship could learn from the ones in the friendship – or the other way around – what would it be?

Liking and Loving – Now and When I’m Older

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people’s rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.CC.4 – Describe a range of ways people express affection within various types of relationships.

PR.8.CC.1 – Define sexual intercourse and its relationship to human reproduction.

PR.8.CC.2 – Define sexual abstinence as it relates to pregnancy prevention.

TARGET GRADE: Grade 6
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Chalk or markers for the chalk or white board – at least three of either
- Pencils in case students do not have their own
- Index cards – one per student
- Exit slips: “On Your Way Out” – one half-sheet per student
- Homework: “A Conversation about Sex” – one set per student
- Homework: “How’d We Do”

ADVANCE PREPARATION FOR LESSON:

- Photocopy the exit slip page, cut each in half so that each student will receive one.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. List at least three non-sexual activities people can do to show others they like or love them. [Knowledge]
2. Describe the three types of sexual intercourse, including whether/how they are related to human reproduction. [Knowledge]
3. Define “abstinence” and its connection to pregnancy prevention. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Start the class by distributing an index card to each student and writing the term “affection” on the board. Define the term as “our feelings of liking and love for others.” Ask, “Who are people we might feel affection for?” After a few examples have been given, ask the students to think about the ways they show affection for these people - how do we let people know we like or love them? What have they done to let us know they care about us?

Ask the students to think of family members, friends – or if they’ve started liking someone as more than a friend, that person. Tell them to write down 3 different ways they have shown affection for those people on their index card. Ask them to please not show their cards to any other students.

Write an example on the board from your own life that does not disclose anything too personal. For example, “Growing up, we showed each other affection by taking the time to have meals together as a family.” Then write on the board “Share meals.” (8 minutes)

Liking and Loving – Now and When I’m Older

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

STEP 2: Split the class up into two groups and have them line up in two different lines that are perpendicular to the board in order of their birthdays. (Note: Dividing them in this way just makes for random teams. If you are worried about time, simply divide the class in half). Make sure they bring their index cards with them, and remind them not to share them with others. Tell that when you say “go,” the first person from both lines is to come up to the board and write down one of the things on their list. The catch is that if someone in their own group has already written what they were going to write, they have to go to the second thing on their list; if that’s there as well, they have to use the third one on their list.

Note to the Teacher: If a student in your class is physically challenged, adjust the timing to ensure that that student and the student on the other team begin at the same time. If the physical challenge completely impedes their participation, other options include having them tell another student their idea and that student will go twice. Or, the physically challenged student can serve as the time keeper.

Instruct the students that if all of the examples on their card have been used, they should sit down. Then the remaining students will keep going until everything on all the cards have been represented without duplication. (15 minutes)

Note to the Teacher: You will need to scan the individual lists on the board to ensure there is no repetition; the students will likely help you with that.

STEP 3: Ask a volunteer from each team to read through their team’s list. Circle or place a check mark next to anything that appears on both lists. Process the activity with the students by asking the following questions:

“Why do we do these things for people?”

“How do these things show that we like/love other people?”

Summarize by saying, “In the end, liking and loving – as well as being liked/loved – feels good. Doing these things with or for people we care about feels good. (14 minutes)

STEP 4: Explain to the students that when they get older, they may have a boyfriend or girlfriend. Tell them that when they are in those kinds of relationships there may be different ways they will want to express their affection or love – which may be doing something sexual together. Explain that some of these behaviors may be more appropriate for younger people (e.g., kissing, holding hands, etc.), while others are more appropriate when they are older.

Say, “One behavior that people your age should wait to do together until they are older is ‘sexual intercourse.’ How many people have heard this term before? What have you heard it means?” Have a few students respond, validating what is correct.

Let’s think only about vaginal sex for a moment. What is something that can happen as a result of vaginal sex?” If they do not mention it, say that it can cause a pregnancy. Say, “When semen, which is the fluid that comes out of a penis that contains hundreds of millions of sperm, gets inside a vagina, there is a chance for pregnancy. In addition, vaginal or oral or anal sex can put one or both partners at risk for a sexually transmitted disease, or ‘STD.’ You’ll learn more about both pregnancy and STDs later. Just keep in mind that getting pregnant/causing a pregnancy and dealing with an STD are really big things. That’s why it is best to wait to do any of these behaviors.”

Liking and Loving – Now and When I’m Older

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Explain that when a person waits to do something until they are older, or until some other time, it is called “abstinence.” Say, “Abstinence doesn’t mean you will never do that thing. When it comes to sexual behaviors, it’s the only 100% sure way for you to avoid getting pregnant, getting someone pregnant, or getting or giving someone an STD.” Refer back to the lists on the board. Say, “And remember, there are lots of ways you can show other people you like or love them that don’t involve doing something sexual with those people.” (8 minutes)

STEP 5: Distribute the exit slips “On Your Way Out”, and ask each student to complete them and hand them in. Provide the homework, telling them that one sheet is to be completed by a parent/caregiver, and one by them, after which they should discuss their responses together with their parent/caregiver. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The interactive activity on the board gives every student a chance to share something they perceive shows caring/loving, while processing that activity ensures they receive additional ideas. The homework assignment will enable teachers to determine whether the second and third learning objectives were met.

HOMEWORK:

“A Conversation about Sex” worksheets. The parents’ version is to be completed by a parent/caregiver, while the students’ version is to be completed by the student. Then the two are to compare and have a conversation about their responses, after which they will, together, complete the “How’d We Do?” worksheet.

HOMEWORK: For Students: A Conversation about Sex

Student Name: _____

Instructions: Please complete this sheet on your own without asking for your parent/caregiver's help. Make sure they have their version of the sheet, too, and that they complete theirs without asking you for help. When you are both done, compare your answers – then complete the attached, "How'd We Do?"

1. We talked today about some of the things that can happen as a result, of having some kind of sexual intercourse with another person. Keeping that in mind, how does a person know when they're ready to have sex?

2. We also talked today about abstinence – waiting until you're older or ready to have some kind of sexual intercourse. What do you think should happen if one person in a relationship wants to have sex, but the other person doesn't?

3. We also talked today about lots of different ways two people can show affection for each other that don't involve any kind of sexual intercourse. What are some things you think are okay for someone to do with their boyfriend/girlfriend in middle school?

HOMEWORK: For Parents/Caregivers: A Conversation about Sex

Parent/Caregiver Name: _____

Instructions: Please complete this sheet on your own without asking your child what they intend to write. Make sure they have their version of the sheet, too, and that they complete theirs without asking you for help. When you are both done, compare your answers – then complete the attached, “How’d We Do?”

1. We talked today about the things that can happen as a result of having some kind of sexual intercourse with another person. Keeping that in mind, how does a person know when they’re ready to have sex?

2. We also talked today about abstinence – waiting until you’re older or ready to have some kind of sexual intercourse. What do you think should happen if one person in a relationship wants to have sex, but the other person doesn’t?

3. We also talked today about lots of different ways two people can show affection for each other that don’t involve any kind of sexual intercourse. What are some things you think are okay for someone to do with their boyfriend/girlfriend in middle school?

HOMEWORK: How'd We Do?

Instructions: Please answer the following questions based on the conversation you just had. Please be sure to bring this sheet with you the next time we have class.

What did it feel like to have that conversation? Why?

Student: _____

Parent/Caregiver: _____

Did you mostly agree on your answers, disagree, or was it a mix of the two?

Mostly agree

Mostly disagreed

It was a mix

What did you do if you disagreed? _____

What's one thing you learned from your parent/caregiver or your child as a result of having this conversation?

Student – I learned that... _____

Parent/Caregiver – I learned that... _____

Signed: Student _____

Signed: Parent/Caregiver _____

Exit Slip: On Your Way Out...

Please complete the following sentence stems and hand them in before leaving class.

One new thing I learned today was: _____

Something I still have questions about is: _____



Exit Slip: On Your Way Out...

Please complete the following sentence stems and hand them in before leaving class.

One new thing I learned today was: _____

Something I still have questions about is: _____

Being a Sex Ed Sleuth

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

AP.8.AI.1 – Identify accurate and credible sources of information about sexual health.

PR.8.AI.3 – Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

PR.8.AI.1 – Identify medically-accurate resources about pregnancy prevention and reproductive health care.

SH.8.AI.1 – Identify medically-accurate information about STDs, including HIV.

TARGET GRADE: Grade 6
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with PowerPoint on it
- PowerPoint presentation titled, "Sex Ed Sleuth"
- LCD projector and screen
- Internet access
- Copies of four Sex Ed Sleuth assignments, each stapled together, one per group of four (or three)
- Handout: Sexual Health Information Websites – one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Print out the question sheets and screenshots – ideally, in color – and staple the pages for each individual website together. Make enough copies for groups of four (or three) to each have one. It is okay for more than one group to have the same website.
- Ask your IT person to make sure you have access to the four websites listed in the Sex Ed Sleuth activity: Sexetc.org, <http://www.greattowait.com>, <http://www.plannedparenthood.org/learn/birth-control> and <http://bestchoicestl.org>.
- Before class, review the content on each of these websites so you are familiar with what is there.
- Before class, open up these four websites so they are ready once the students have done their activity.

A NOTE ABOUT LANGUAGE:

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LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. [Knowledge]
2. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth-positive. [Knowledge, Skill]

PROCEDURE:

STEP 1: Ask the class, "How many of you have ever gone online to get an answer to a question you had?" After students have raised their hands, ask, "Do any of you have sites you go to for your questions, or do you just search for your question and see what comes up in the results?" After a few people have responded, ask, "Whether you go directly to a site, or you just search on your question, how do you

Being a Sex Ed Sleuth

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

determine whether the search results are good ones? There is a lot of misinformation on the internet – and if you rely on sites like YouTube or any of the other sites where people vote on whether they think an answer was good or not, you're not necessarily going to get reliable information. Even though Wikipedia has improved, it, too, is not always the most reliable resource. What we're going to do today is talk about how you do find reliable online sources for sexuality-related information – and how you can determine how some sources aren't particularly interested in getting you the information you need!" (5 minutes)

STEP 2: Start the PowerPoint, "Sex Ed Sleuth." Ask whether students know what a sleuth is, and if they do not, explain that it is like a detective – someone who looks for clues and information to answer a question or solve a problem.

Go through the first three slides. At Slide 4, say to the students, "What if I wanted to know how effective condoms are? I would likely just Google that question. When I did it, here's what came up." Go to slide 5, which is a screen shot of the search results. Say, "So I have over a million results to choose from, and these are the top ones. So which one should I look at?"

Go to slide 5, where a few things have been highlighted and go through each, saying:

"So, when I read 'It's Your Sex Life,' it makes me feel like that organization wants me to take responsibility for and care of myself. I'd kind of like that as a teen, I think it'd make me feel really capable and mature. What also stands out even before I click on the link is that it refers to the CDC. The CDC is the Centers for Disease Control and Prevention, and it's the leading national public health organization in the U.S. It's also a part of the U.S. government. I know this because the ending – the part that comes after 'CDC' is '.gov.' So if I see the CDC mentioned, I know they've done their homework and that the information is accurate.

Then I look at 'WebMD' and I'm not sure until I've done more research. Having 'MD' in the title of this resource, which is usually very reliable, might make you think it's a doctor who wrote everything, but it's not – it's independent writers who interview various professionals, check their facts and then put that information on the site. So you'd want to do a bit more sleuthing before deciding it was reliable.

Finally, there's 'Kids Health.' What do you think? If I were your age, part of me would say immediately, 'oh, that's for me,' but we won't know without more information. So why don't we check that one out and see what's what?" (5 minutes)

Go the slide 7, which is a screenshot of the Kids Health site mentioned in the search results. Ask the students what stands out to them that would make them think this is a reliable site, and what makes them feel like they'd need more information.

After hearing their responses, go to slide 8 and go through the highlighted portions, saying: "I highlighted 'from Nemours' at the top left – does anyone know what they are? Okay, so first, we'd need to find out who they are and whether they have a bias or whether we think they know what they're talking about. The second thing that stood out for me was this part that reads, 'Expert Answer.' Again, according to whom? I could say right now, 'I'm an expert on American history.' But just saying that doesn't necessarily make it true – you'd need to find out what makes me an expert. So I'd want to know who is answering the questions, and what makes them an expert instead of just some person who is Googling the answers from another website.

Being a Sex Ed Sleuth

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Finally, what stands out to me is this statement, 'If you and your partner are having sex...' This implies to me that it's a health-related site that's based in what's going on in the real world. It acknowledges that many people won't be having sex – and we all know that the only 100% effective way of avoiding STDs and/or pregnancy is by not having sex with someone. But it also seems to acknowledge that most people will have some kind of a sex at some point – and so when they do, using a condom is really effective."

Go to the 9th slide and say, "By the way, I clicked on the statement, 'by Nemours,' and found that it's a children's healthcare system, with no religious affiliation and a lot of health-related expertise. So I determined this was a reliable website that I might go back to with other questions I had about sexuality." (5 minutes)

STEP 3: Tell the students they are now going to do the same thing for themselves. Explain that you are going to divide them into groups of 4 and give them a packet that comes from a particular website. Explain that each packet will have a cover sheet with questions on it that they need to go through and answer. At the end, they will need to decide whether this is a reliable website for having that question answered, based on what they see there. Ask if there are any questions, break them into their groups, and distribute the assignments. Tell them they will have 15 minutes in which to do this work. Walk around as they work, providing support as needed. (15 minutes)

***Note to the Teacher:** Depending on the number of students in your class, you may wish to have them break into triads instead. If you have enough computers, you may wish to do this online; however, using the printouts provided ensures you will be able to do the activity if there are any issues with internet access, and also gives a bit more control over the process so that students will not be tempted to go to different parts of each site rather than complete the activity.*

STEP 4: Ask each group to report back on their websites. Since there will be duplication with some of the sites, ask any groups that follow to please not repeat what has already been said, but instead to share whatever they may feel differently about, or found in addition to what the other group found. As each group goes, project their websites on the screen. (17 minutes)

STEP 5: Congratulate the students on doing a good job. Explain that you are going to distribute a list of websites that are reliable and medically accurate, and ask them to visit one of them for homework with a parent or caregiver. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Assessment of both learning objectives can be done during the small group report-backs. Students will also be asked to hand in their worksheets for additional assessment.

HOMework:

Have students select a website from the list provided by the teacher and ask them to visit at least one with a parent/caregiver and talk about what they saw.

Sex Ed Sleuth Assignment A: “Sex, Etc.”
www.sexetc.org

Group Member Names: _____

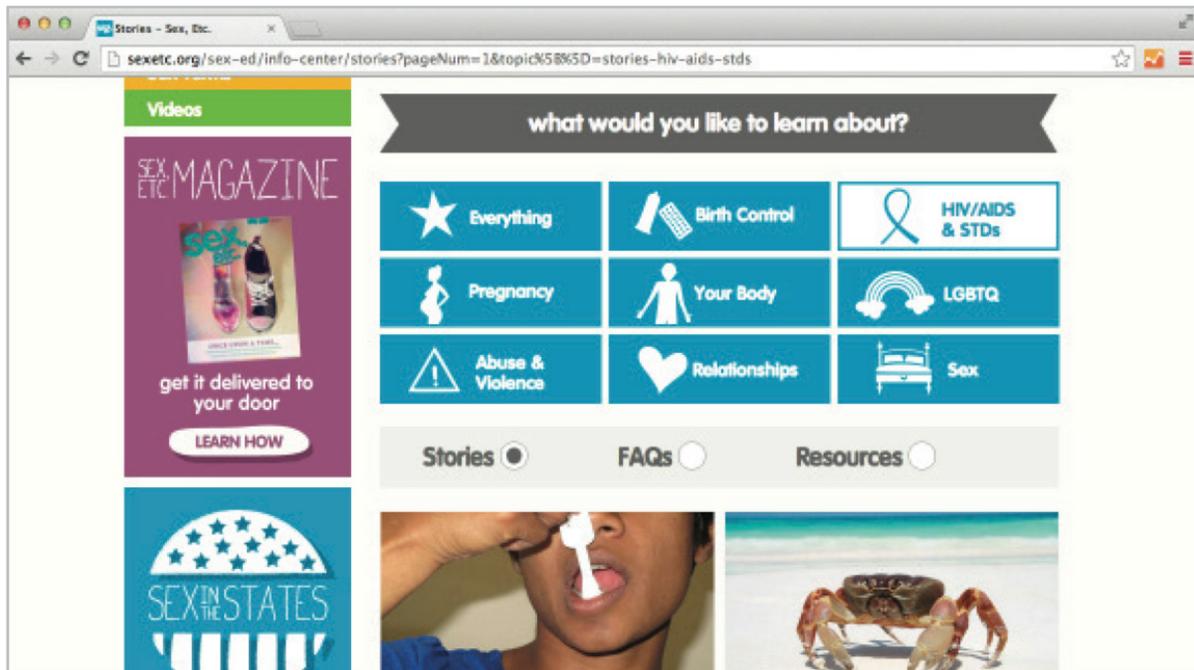
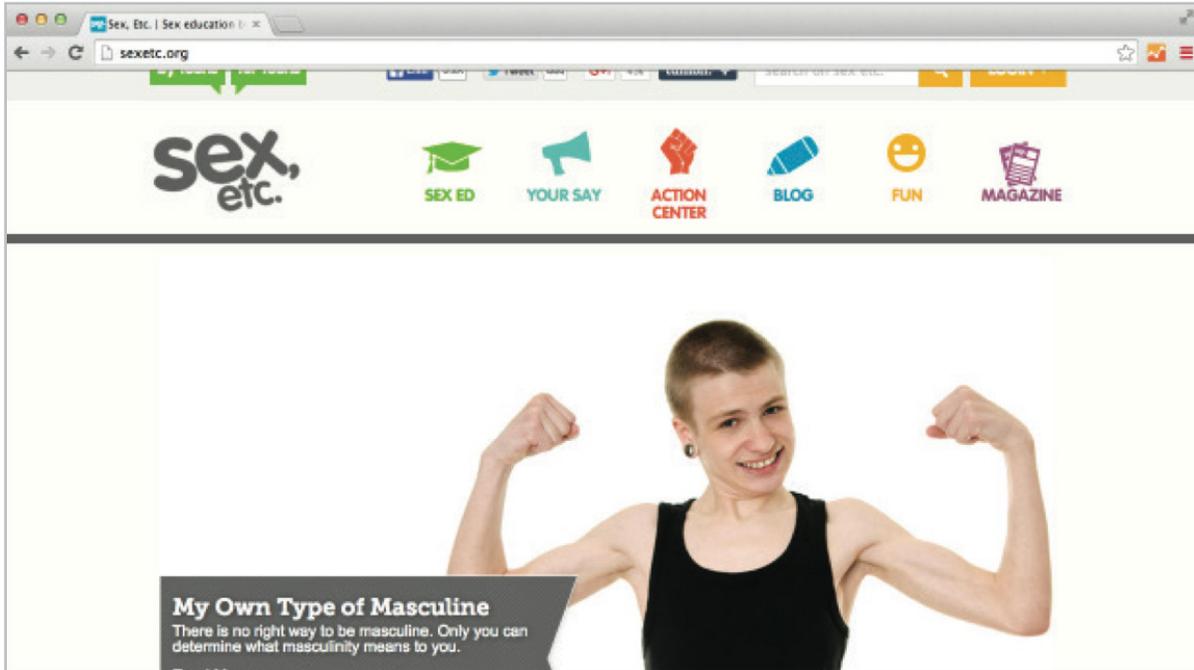
1. You need to find information about STDs. Does this site seem to have reliable/accurate information? What do you base that on?

2. Who’s behind the website? Look at the “about us” link. Does that make the site more or less reliable? Why?

3. Is the website content up to date? How do you know?

4. Is this a site you’d visit to get more information about sexuality and sexual health? Why or why not?

Sex Ed Sleuth Assignment A: "Sex, Etc."
www.sexetc.org



sexetc.org/sex-ed/info-center/faqs

Videos

SEX ETC. MAGAZINE

 get it delivered to your door
 LEARN HOW

SEX IN THE STATES


what would you like to learn about?

Everything	Birth Control	HIV/AIDS & STDs
Pregnancy	Your Body	LGBTQ
Abuse & Violence	Relationships	Sex

Stories FAQs Resources

After becoming pregnant how long is too long to wait before you have an abortion? Is it possible to get an abortion after the first trimester?

All my partner wants is sex, and I consider myself a little too young. How can I tell him or her that I don't want to have sex without embarrassing my partner or hurting the

sexetc.org/about

SEX ETC. MAGAZINE

 get it delivered to your door
 LEARN HOW

SEX IN THE STATES

 know your rights to sex ed, birth control, and more

About Sex, Etc.



Sex, Etc. is on a mission to improve teen sexual health across the country! Each year, five million young people visit Sexetc.org, and over 45,000 read our magazine to get honest and accurate sexual health information. We've helped teens with answers to their question about sex, relationships, pregnancy, STDs, birth control, sexual orientation and more!

Sexetc.org has comprehensive sex ed information including:

- [Stories written by teen staff writers and national contributors](#)

Sex Ed Sleuth Assignment B: "It's Great to Wait"
www.greattowait.com

BROUGHT TO YOU BY THE FLORIDA DEPARTMENT OF HEALTH

Click my name to read what I think

en español

UPCOMING EVENTS & ACTIVITIES

It's Great to Wait

Abstinence is the only 100% guaranteed effective means of not getting pregnant.

Jennifer Jermaine Abi Shane Crystal Pete
 Maria Roberto Dwayne Destiny Jared Felicia

WELCOME! Bet you thought you were the only one, right?

Well, you're not. Thousands of teens just like you are making the smart choice - sexual abstinence until marriage - and coming to this site every day.

Take a few minutes to check it out and you'll agree, sexual abstinence until marriage.. "It's Great to Wait!"

[New site](#)

BACK TO HOME

GET THE FACTS

PREGNANCY
 STDs
 RELATIONSHIPS
 STATS

IT'S YOUR CHOICE

SPEAKING OUT
 PEER PRESSURE
 IT'S ALL ABOUT YOU
 SECONDARY VIRGINITY

HELP FOR YOU

HOW TO SAY NO
 MORE INFO

FUN STUFF

Photo Gallery

Pregnancy | It's Great to Wait

www.greattowait.com/pregnancy.html

en español

UPCOMING EVENTS & ACTIVITIES

It's Great to Wait

Pregnancy

Since the year 2000, over 100,000 teenagers in Florida between the ages of 15 and 19 have become pregnant.(1) Two out of three teenage mothers live in poverty.(2) They spend their days struggling to balance their lives, while taking care of their baby. The surest way to have time to do all the things you enjoy and to avoid pregnancy is to not have sex.

Are You Ready to be a Parent?

Being a parent changes everything. You have another living, breathing person to worry about who depends upon you. You have to feed, change, dress and take care of this baby 24/7. Add in school, maybe a job, and you have no time for the things you want to do or used to do.

Babies cost a lot of money. You'll have to provide food, housing, clothing, diapers, doctor visits, medicine, baby furniture and daycare. The baby of a teenager is more likely to have health problems. If the other parent is raising your child, you could pay a child support payment every month for 18 years.

What about Birth Control?

BACK TO HOME

GET THE FACTS

PREGNANCY
 STDs
 RELATIONSHIPS
 STATS

IT'S YOUR CHOICE

SPEAKING OUT
 PEER PRESSURE
 IT'S ALL ABOUT YOU
 SECONDARY VIRGINITY

HELP FOR YOU

HOW TO SAY NO
 MORE INFO

FUN STUFF

Photo Gallery

Stats | It's Great to Wait - X

www.greattowait.com/stats.html

BROUGHT TO YOU BY THE FLORIDA DEPARTMENT OF HEALTH

en español

UPCOMING EVENTS & ACTIVITIES

It's Great to Wait

< BACK TO HOME

GET THE FACTS

PROBABLY
STDs
RELATIONSHIPS
SEXUAL

IT'S YOUR CHOICE

SPEAKING OUT
PEER PRESSURE
IT'S ALL ABOUT YOU
SECONDARY
VIRGINITY

HELP FOR YOU

HOW TO SAY NO

Stats

- During the year 2007, Florida teenagers between the age of 15-19 accounted for 23,602 cases of sexually transmitted disease.

Florida Department of Health's Bureau of Sexually Transmitted Disease
- During the year 2007, teenagers accounted for over one third of all sexually transmitted disease cases in the state of Florida.

Florida Department of Health's Bureau of Sexually Transmitted Disease
- One in four sexually active female teenagers in Florida acquires a sexually transmitted disease.

Florida Department of Health's Bureau of Sexually Transmitted Disease
- In 2007, Chlamydia cases increased by over 5000.

Florida Department of Health's Bureau of Sexually Transmitted Disease
- In 2007 data displayed that, 14,869 teenagers in Florida between the ages 15 and 19

FUN STUFF

Photo Gallery

It's Great to Wait - Sexual

www.greattowait.com/contact.html

HELP FOR PARENTS AND EDUCATORS

WELCOME PARENTS
TALK TO YOUR KIDS
HELP YOUR TEEN
DEVELOP REFUSAL
SKILLS
FOR EDUCATORS AND
OTHER
PROFESSIONALS

PROGRAM
INFORMATION
NEWSROOM
CONTACT US

Optional information

Full Name

Your Organization (if applicable)

Your Title (if applicable)

Address

City

State

Zip code

Your email address

Confirm email address

Would you like to be added to our mailing list?
 Yes No

We appreciate your e-mail concerning your comments, questions or suggestions about sexual abstinence until marriage. Please note however, that this is not a confidential medium. Any e-mail responses received from or sent to our readers are not guaranteed to be private because of public records laws as well as the nature of electronic media and access to e-mail accounts.

[Medicine companies in UK](#)

Sex Ed Sleuth Assignment C: “Planned Parenthood”
www.plannedparenthood.org/learn/birth-control

Group Member Names: _____

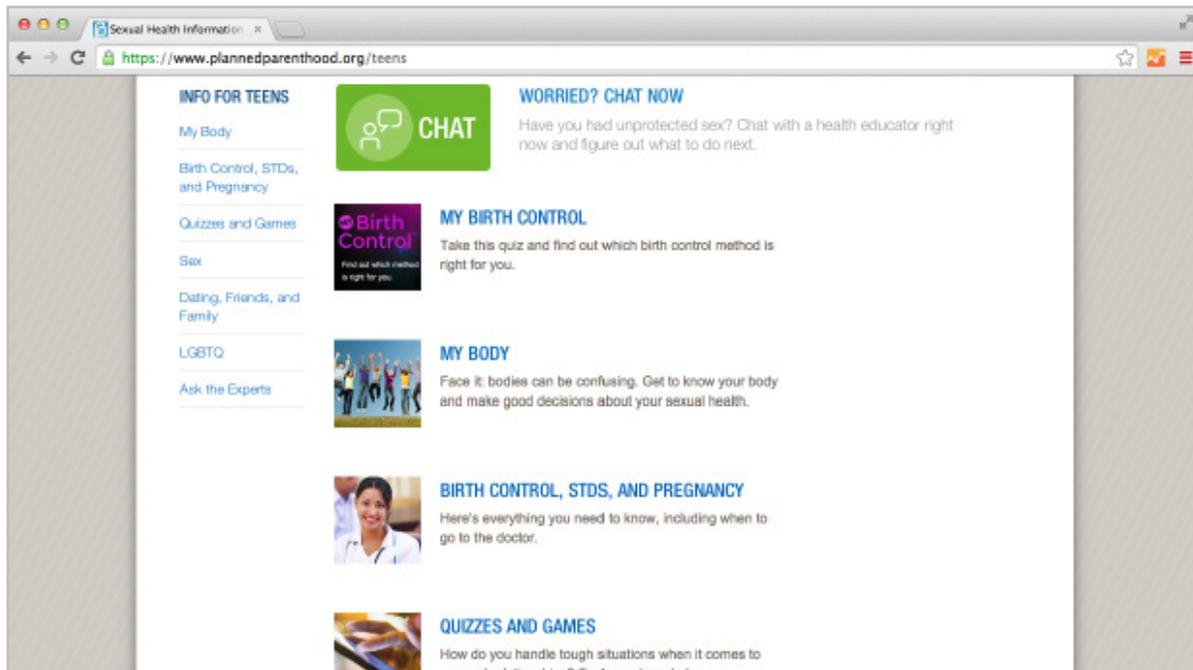
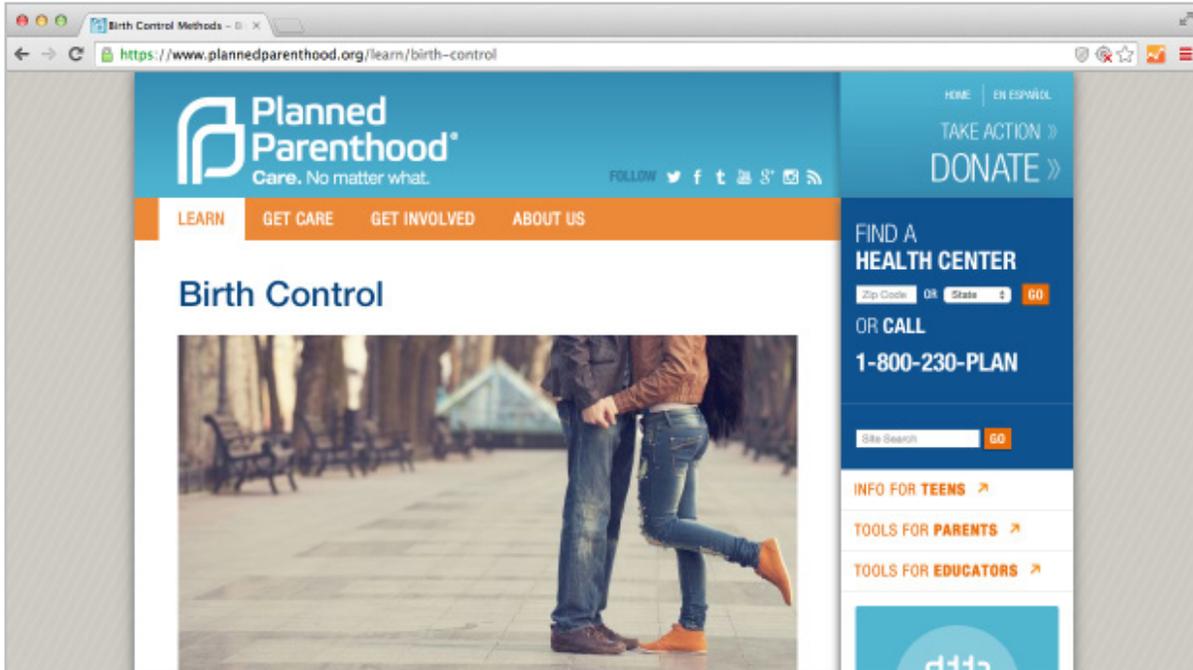
1. You need to find information about preventing pregnancy. Does this site seem to have reliable/accurate information? What do you base that on?

2. Who’s behind the website? Look at the “about us” link. Does that make the site more or less reliable? Why?

3. Is the website content up to date? How do you know?

4. Is this a site you’d visit to get more information about sexuality and sexual health? Why or why not?

Sex Ed Sleuth Assignment C: "Planned Parenthood" www.plannedparenthood.org/learn/birth-control



Birth Control info For Teen x

← → C <https://www.plannedparenthood.org/teens/going-to-the-doctor/birth-control> ☆ 📄 ☰

INFO FOR TEENS

[My Body](#)

[Birth Control, STDs, and Pregnancy](#)

- [Going to the Doctor](#)
- [Birth Control](#)
- [STDs](#)
- [Pregnancy Testing](#)
- [I'm Pregnant, Now What?](#)

[Quizzes and Games](#)

[Sex](#)

[Dating, Friends, and Family](#)

[LGBTQ](#)

[Ask the Experts](#)

Birth control at a glance:

- Birth control is a safe way to prevent pregnancy.
- Most kinds of birth control don't protect you from STDs, so also use a condom every time you have sex.
- You can go to your local Planned Parenthood health center for help figuring out which kind of birth control is right for you.

EXPAND ALL +

- » [How does birth control work?](#) +
- » [What's the best birth control?](#) +
- » [How do I get on birth control?](#) +
- » [What are the benefits of birth control?](#) +
- » [Does birth control make you gain weight or make you infertile?](#) +
- » [Is there birth control I can take after unprotected sex?](#) +
- » [Will my parents find out if I get birth control?](#) +

Who We Are x

← → C <https://www.plannedparenthood.org/about-us/who-we-are> ☆ 📄 ☰

ABOUT US

[Who We Are](#)

- [Mission](#)
- [Planned Parenthood at a Glance](#)
- [History & Successes](#)

[Our Leadership](#)

[Local & State Offices](#)

[Planned Parenthood Global](#)

[Newsroom](#)

[Advisory Boards & Initiatives](#)

[Jobs & Volunteering](#)

[Annual Report](#)

[About This Site](#)

[Contact Us](#)



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We are a trusted health care provider, an informed educator, a passionate advocate, and a global partner helping similar organizations around the world. Planned Parenthood delivers vital reproductive health care, sex education, and information to millions of women, men, and young people worldwide.

For nearly 100 years, Planned Parenthood has promoted a commonsense approach to women's health and well-being, based on respect for each individual's right to make informed, independent decisions about health, sex, and family planning.

[Providing Trusted Community Health Care](#)

Planned Parenthood is America's most trusted provider of reproductive health care. Our skilled health care professionals are dedicated to offering men, women, and teens high-quality, affordable medical care. One in five American women has chosen Planned Parenthood for health care at least once in her life.

The heart of Planned Parenthood is in the local community. Our 58 unique, locally governed affiliates nationwide operate approximately 700 [health](#)

Sex Ed Sleuth Assignment D: “St. Louis THRIVE”
www.bestchoicestl.org

Group Member Names: _____

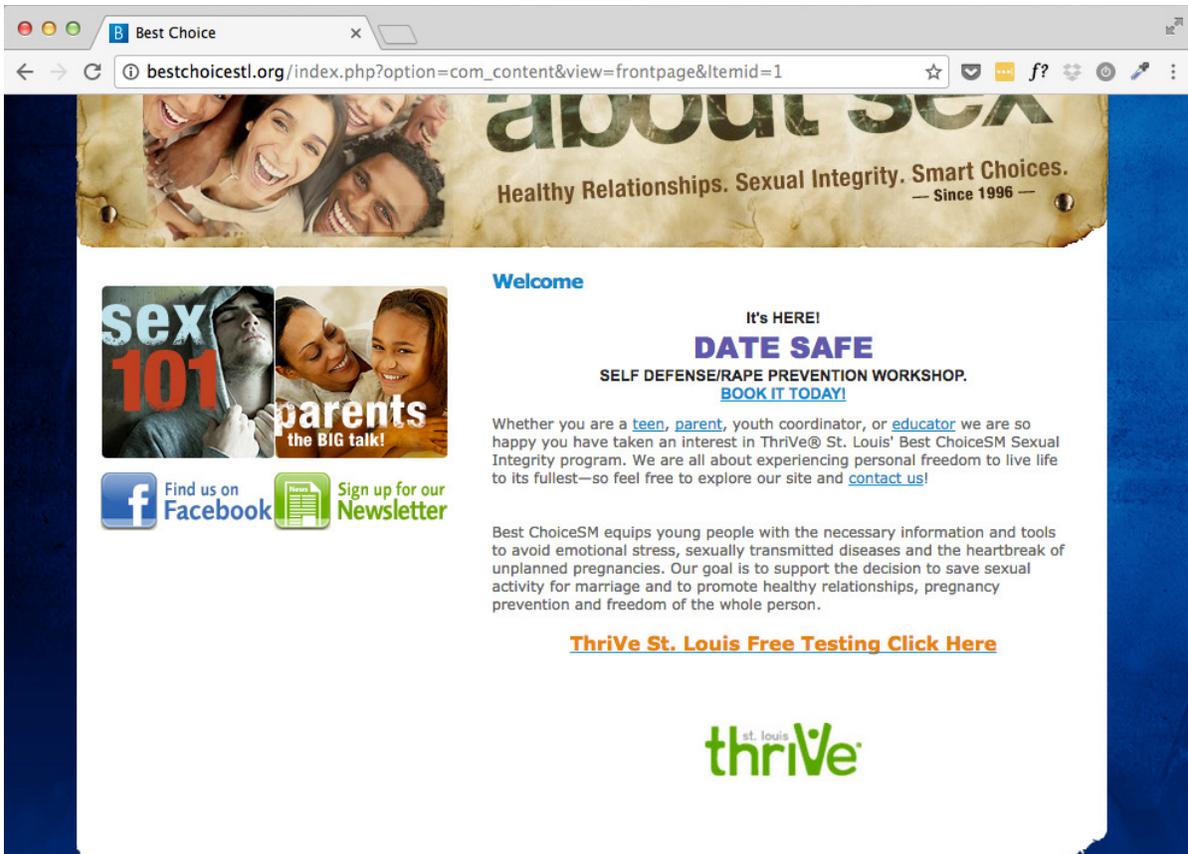
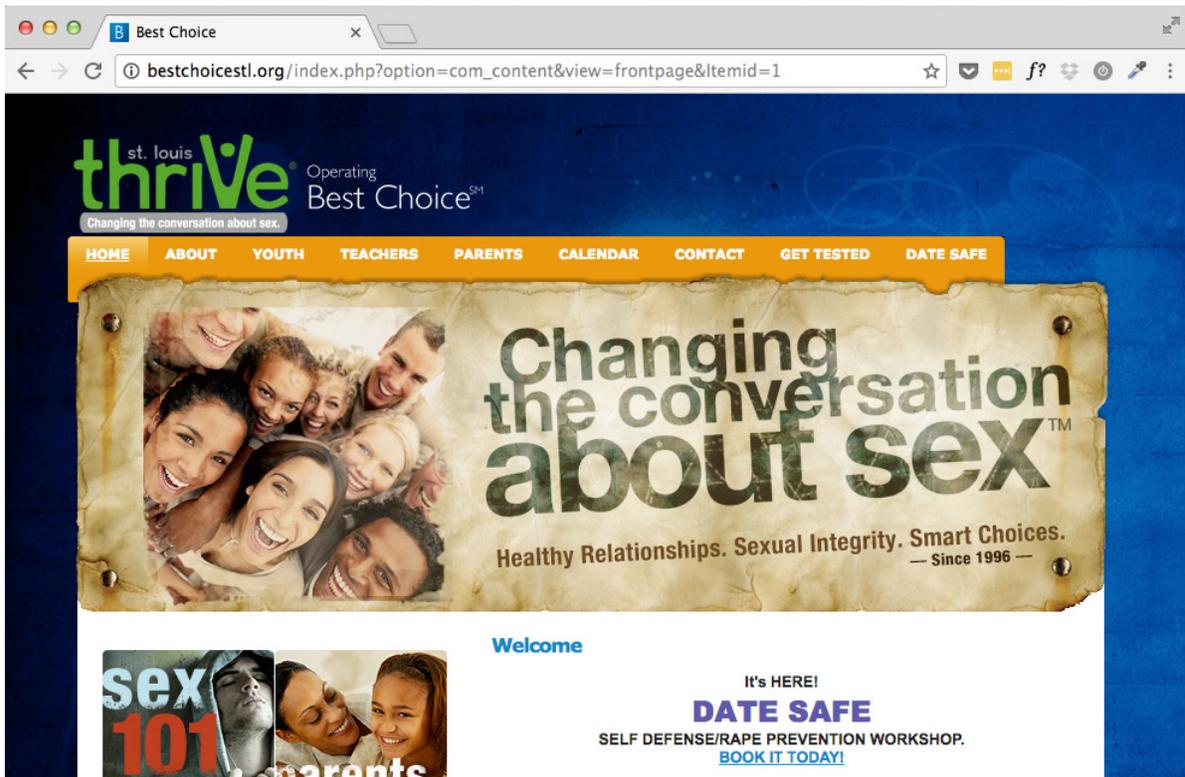
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2. Who's behind the website? Look at the “about us” link. Does that make the site more or less reliable? Why?

3. Is the website content up to date? How do you know?

4. Is this a site you'd visit to get more information about sexuality and sexual health? Why or why not?

Sex Ed Sleuth Assignment D: "St. Louis THRIVE"
www.bestchoicestl.org



st. louis
thrive Operating Best ChoiceSM
Changing the conversation about sex.

HOME ABOUT YOUTH TEACHERS PARENTS CALENDAR CONTACT GET TESTED DATE SAFE

About Best Choice

Sexual integrity is expressing the gift of sexuality throughout life in a true, excellent, honest and healthy way. It is protection in childhood, direction in adolescence and celebration in adulthood.

Thrive's Best ChoiceSM Sexual Integrity Program explores the **Five Components of the Whole Person**:

Social Physical
Intellectual
Spiritual Emotional

This fast-paced, fun, edgy and interactive program is designed to help young people ages 12-18 understand that sex is more than a physical act and to empower them to make the best and healthiest choices. Best ChoiceSM presentations may be tailored to specific audiences.

Best ChoiceSM Operated by **thrive**

Did you know...

The city of St. Louis has dropped to #2 in the nation for Chlamydia and Gonorrhea. "Health Department officials attributed the improvements to a partnership formed with community groups to increase testing and education" (The St. Louis American, 2009).

Did you know...

Across the nation 45 million individuals over the age of 12 have contracted genital herpes.¹ [View source](#)

st. louis
thrive Operating Best ChoiceSM
Changing the conversation about sex.

HOME ABOUT YOUTH TEACHERS PARENTS CALENDAR CONTACT GET TESTED DATE SAFE

st. louis
thrive Operating Best ChoiceSM
Changing the conversation about sex.

Best ChoiceSM Operated by **thrive**

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Topics may include:

- Sexual integrity
- Sexually transmitted diseases
- Brain function
- Media influence
- Premarital and marital sex
- Myth of 'safe' sex
- Building healthy relationships
- and more!

For over 13 years Best ChoiceSM has been available free of charge across the entire St. Louis region reaching over 40 schools in St. Charles County, Jefferson County, St. Louis County and St. Louis City. We reach public and private high schools, middle schools, youth groups, churches and other venues.

Highlights of the Best ChoiceSM Program include:

- A classroom curriculum that is Title V, A-H compliant. All aspects of this program are in complete alignment with the themes and requirements of the CBAE program.
- A teen parenting program with presentations and small group discussions on how to begin now making healthy choices for oneself and the future of one's child.
- One hour parent presentation providing information on how to talk to one's teen about sex. This can be also be structured as a weekly or monthly small group discussion.
- After school WAIT Training clubs that provide youth the opportunity to get together, have fun, and discuss struggles they are facing with regards to relationships, peer pressure, and abstinence.

©2009 Thrive® St. Louis operating Best ChoiceSM. All rights reserved.

HANDOUT: SEXUAL HEALTH INFORMATION WEBSITES FOR YOUNG PEOPLE

AMERICAN SEXUAL HEALTH ASSOCIATION

The American Sexual Health Association's youth website, "I Wanna Know," offers information on sexual health for teens. Young people will find the facts, the support, and the resources they need to answer their questions, find referrals, and get access to in-depth information about sexual health, sexually transmitted diseases (STDs), healthy relationships, and more.

<http://www.iwannaknow.org/teens/index.html>

KIDSHEALTH/TEENSHEALTH – THE NEMOURS FOUNDATION

KidsHealth has separate areas for kids, teens, and parents - each with its own design, age-appropriate content, and tone. There are thousands of in-depth features, articles, animations, games, and resources - all original and all developed by experts in the health of children and teens.

<http://www.kidshealth.org/teen/>

PLANNED PARENTHOOD

While Planned Parenthood provides sexual and reproductive healthcare and resources for people of all ages, this site focuses on the needs of younger people.

<http://www.plannedparenthood.org/teens>

SEX, ETC.

This site, sponsored by Answer at Rutgers University, includes content on a wide variety of sexuality-related topics written by teens, for teens.

<http://www.sexetc.org>

STAY TEEN

The National Campaign to Prevent Teen and Unplanned Pregnancy's website for teens contains information on healthy relationships ("What's your Relationship Reality"), and information on abstinence and contraception ("Get Informed").

<http://www.stayteen.org>

Everybody's Got Body Parts – Part One

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

AP.8.CC.1 – Students will be able to describe the male and female sexual and reproductive systems including body parts and their functions.

TARGET GRADE: Grade 7
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop with internet connection
- If you do not have hookup for sound, small speakers to connect to your computer or laptop
- LCD projector and screen
- Worksheet: "Female Reproductive and Sexual Systems", enough for either 1/3 or 1/2 the class to have one, depending on whether you plan to have them complete it in triads or pairs
- Anonymous question box
- Index cards – one per student
- Pencils in case students do not have their own
- Homework Assignment: "Female Sexual and Reproductive Systems Crossword Puzzle" – one per student
- Homework Answer Key – one copy for the teacher

ADVANCE PREPARATION FOR LESSON:

- Go through the video, <http://kidshealth.org/teen/slideshows/female-reproductive-slides.html>, which you will use to provide the answers to the activity in this lesson.
- Speak with your IT department to make sure this web address is unblocked for your classroom and that your computer's sound works for the video.
- Make sure your computer is queued to this video right before class.
- Prepare an anonymous question box, if you don't have one already, by taking a shoebox or other similarly-sized box and cutting an opening in the top large enough for a folded up index card to fit through.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two parts of the female internal and external sexual and reproductive systems. [Knowledge]
2. Describe the function of at least two part of the female internal and external sexual and reproductive systems. [Knowledge]
3. Demonstrate a basic understanding of the menstrual cycle. [Knowledge]

A NOTE ABOUT LANGUAGE:

You will notice that this lesson refers to "male" and "female" anatomy. We use these terms for clarity's sake to refer to biological sex or the sex a person was assigned at birth based on their anatomy (for example, a baby born with a vulva is likely to be called a "girl"). At the same time, however, it is important to avoid assuming that all of your students' gender identities will match their sexual anatomy. Referring to people with particular body parts (such as "a person with a vulva") will create a more inclusive classroom than "female anatomy."

PROCEDURE:

STEP 1: Introduce the topic by explaining that students likely have learned a lot about their bodies over the years, but that now that they're older, we are going to focus a bit more on their sexual and reproductive body parts. (2 minutes)

Everybody's Got Body Parts – Part One

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

STEP 2: Explain to the class that they are going to be put into small groups to complete a worksheet on the sexual and reproductive systems for people who were born with certain body parts and assigned “female” at birth. Tell them that the sheets have a word bank at the bottom, and that they need to make those words fit into the images provided. Have them get into their triads (you may also wish to do pairs), distribute one worksheet per triad/pair, and tell them that they have 10 minutes in which to complete it. (12 minutes)

***Note to the Teacher:** You know your students best in terms of what will distract them or make them feel uncomfortable. If you were to choose to break them into same-sex pairs or triads, this would be one activity in which doing so can be helpful. Before doing so, however, please review our piece on the pros and cons of separating by gender in the Teacher Background.*

STEP 3: Once the students have completed the activity, click on the link to the video, “The Female Reproductive System,” at <http://kidshealth.org/teen/slideshows/female-reproductive-slides.html>. Click on each body part and either read or ask a student to read the descriptions that are listed there. Tell the students to check their worksheets as you go along to make sure they have the answers correct. Once you have gone through all of the descriptions in the first tab, pause and ask the students if they have any questions.

Click on the second tab, which are about the menstrual cycle. This part has a narrated explanation, so simply hit “play” and then “next” after each screen where indicated to go through the cycle. At the end, ask whether there are any questions.

Finally, click on the third tab, which is about the external system. Like the internal system, the descriptions for each part here needs to be highlighted and read aloud, either by the teacher or different students. Once they have gone through all of them, ask whether there are any questions. (30 minutes)

STEP 4: Distribute an index card to each student. Ask each person to write down one question they may still have relating to the sexual and reproductive systems that were discussed today, but they should not put their names on the cards. Instruct those who do not have questions to simply write “no question” on their card to help keep anonymity, as no one will know who wrote down a question and who did not. As they are writing their questions, distribute the homework sheet and ask them to complete it before the next class session. Collect the cards in the anonymous question box, and tell the class that you will answer them at the beginning of the next class session. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

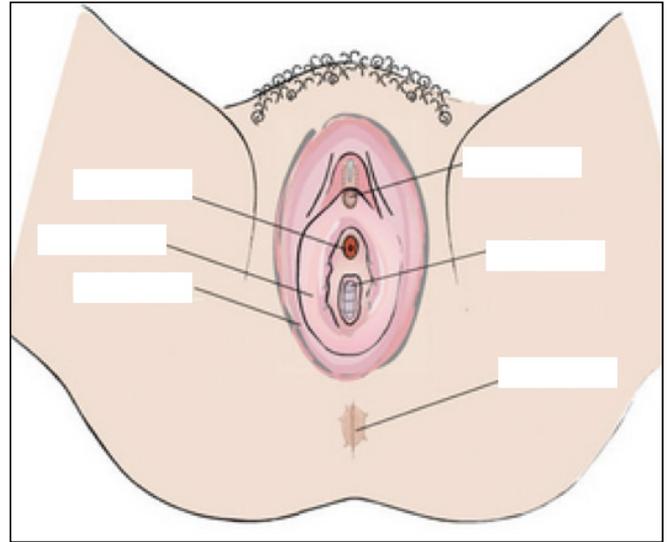
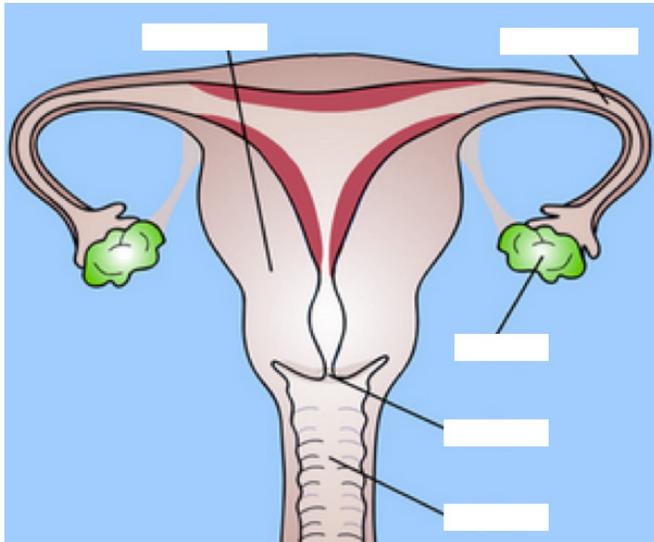
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

HOMEWORK:

“Female Sexual and Reproductive Systems Crossword Puzzle” – to be completed by each student and handed in during the next class.

Worksheet: The Female Reproductive and Sexual Systems Worksheet

Name: _____ Name: _____ Name: _____



(Images from www.kidshealth.org)

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

WORD BANK

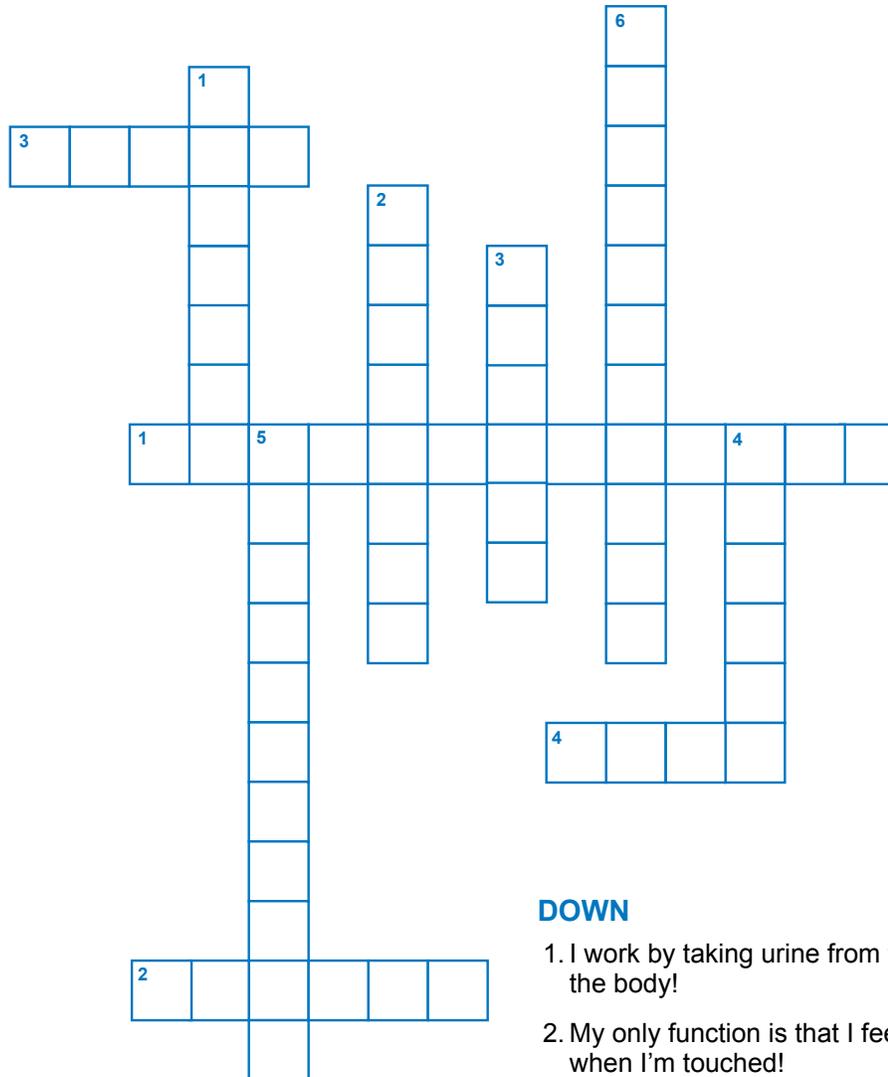
Uterus
Ovary
Fallopian Tube
Cervix
Vagina

WORD BANK

Vagina
Clitoris
Labia Majora
Labia Minora
Urethra
Anus

Homework: Female Sexual and Reproductive Systems Crossword Puzzle

Name: _____ Date: _____



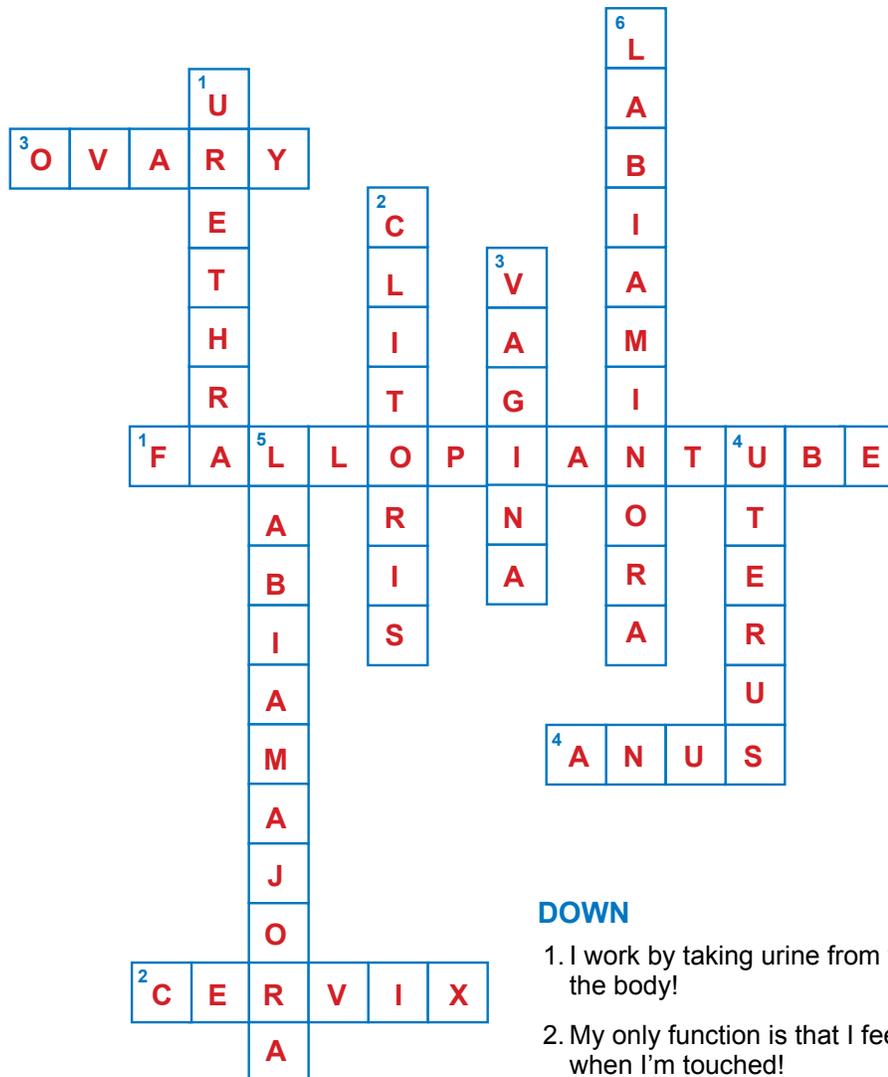
ACROSS

1. There are two of me - one on either side of the uterus, each connected to one of the ovaries. Eggs pass through me every month to get to the uterus!
2. I'm the opening to the uterus! When people with one of these get pap tests, the clinician takes cells from me to test them to make sure all is well!
3. I make eggs! (& no, I'm not a chicken!) There are two of me.
4. I'm the opening, just below the vaginal opening, through which poop leaves the body. I don't mind - I have an important job!

DOWN

1. I work by taking urine from the bladder out of the body!
2. My only function is that I feel very sensitive when I'm touched!
3. Once a month, blood and tissue from the uterus pass through me; and if a person's pregnant, this is how the baby usually comes out!
4. I'm shaped like a pear and fill up with blood and other nutrients once a month. If a person gets pregnant, the fetus grows inside me!
5. I'm the skin that covers the outside of the vulva to protect everything that's underneath me - the clitoris, the opening to the urethra, and the vaginal opening!
6. I'm the two small flaps of skin on either side of the opening to the vagina; I can come in a variety of shapes and sizes!

Answer Key: Female Sexual and Reproductive Systems Crossword Puzzle



ACROSS

1. There are two of me - one on either side of the uterus, each connected to one of the ovaries. Eggs pass through me every month to get to the uterus!
2. I'm the opening to the uterus! When people with one of these get pap tests, the clinician takes cells from me to test them to make sure all is well!
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5. I'm the skin that covers the outside of the vulva to protect everything that's underneath me - the clitoris, the opening to the urethra, and the vaginal opening!
6. I'm the two small flaps of skin on either side of the opening to the vagina; I can come in a variety of shapes and sizes!

Everybody's Got Body Parts – Part Two

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

AP.8.CC.1 – Students will be able to describe the male and female sexual and reproductive systems including body parts and their functions.

TARGET GRADE: Grade 7
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop with internet connection
- If you do not have hookup for sound, small speakers to connect to your computer
- LCD projector and screen
- Worksheet: “Male Reproductive and Sexual Systems” – enough for either 1/3 or 1/2 the class to have one, depending on whether you plan to have them complete it in triads or pairs
- Anonymous question box
- Index cards – one per student
- Pencils in case students do not have their own
- Homework Assignment: “Male Sexual and Reproductive Systems Crossword Puzzle” – one per student
- Homework Answer Key – one copy for the teacher

ADVANCE PREPARATION FOR LESSON:

- Go through the website and video, http://kidshealth.org/teen/sexual_health/guys/male_repro.html and <https://medlineplus.gov/ency/anatomyvideos/000121.htm>, which you will use to provide the answers to the activity in this lesson.
- Speak with your IT department to make sure both of the above websites are both unblocked for your classroom and that your computer's sound works for the video.
- Make sure your computer is queued to both the website and video right before class.
- Go through the anonymous questions from the last class session to be prepared to answer them during class. If there are no or very few questions, feel free to add in a few.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two parts of the male internal and external sexual and reproductive systems. [Knowledge]
2. Describe the function of at least two parts of the male internal and external sexual and reproductive systems. [Knowledge]
3. Demonstrate a basic understanding of where sperm is made and how it leaves the body. [Knowledge]

A NOTE ABOUT LANGUAGE:

You will notice that this lesson refers to “male” and “female” anatomy. We use these terms for clarity's sake to refer to biological sex or the sex a person was assigned at birth based on their anatomy (for example, a baby born with a vulva is likely to be called a “girl”). At the same time, however, it is important to avoid assuming that all of your students' gender identities will match their sexual anatomy. Referring to people with particular body parts (such as “a person with a vulva”) will create a more inclusive classroom than “female anatomy.”

PROCEDURE:

STEP 1: Remind the students about the anonymous questions they contributed at the end of the last class. Take no more than a few minutes to answer as many as time permits. (5 minutes)

Everybody's Got Body Parts – Part Two

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Note to the Teacher: *You do not need to answer every single question; you can cluster them by category instead. Also, should you receive an overwhelming number of questions you may wish instead to make a reference sheet where you type up the questions and responses and simply distribute that to the class or answer them over a few days.*

STEP 2: Explain to the class that just as they went through the female sexual and reproductive systems during the last class, today they are going to go through the male sexual and reproductive systems for people who were born with certain body parts and assigned “male” at birth. Put them into small groups as you did in the last class to complete a worksheet on the male systems. Tell them that the sheets have a word bank at the bottom, and that they need to make those words fit into the images provided. Have them get into their triads (you may also wish to do pairs), distribute one worksheet per triad/pair, and tell them that they have 10 minutes in which to complete it. (12 minutes)

Note to the Teacher: *You know your students best in terms of what will distract them or make them feel uncomfortable. If you were to choose to break them into same-sex pairs or triads, this would be one activity in which doing so can be helpful. Before doing so, please review our piece on the pros and cons of separating by gender in the Teacher's Guide.*

STEP 3: Once the students have completed the activity, click on the link to “The Male Reproductive System,” at http://kidshealth.org/teen/sexual_health/guys/male_repro.html.

Click on each body part and either read or ask a student to read the description that is listed there. Tell the students to check their worksheets as you go along to make sure they have the answers correct.

Note to the Teacher: *The available online visuals did not include the “Cowper's Gland”. Please use the worksheet provided as a guide to indicate on the visual where the Cowper's Gland is located. Explain to the students that this is where pre-ejaculate is made, which is designed to both clean out and lubricate the inside of the urethra before the sperm-filled semen passes through it. Ask the students if they have any questions.*

Next, go to <https://medlineplus.gov/ency/anatomyvideos/000121.htm> and click on the link to play the video about the path of the sperm. Ask whether the students have any questions. (27 minutes)

STEP 4: Distribute an index card to each student. Ask each person to write down one question they may still have relating to the male sexual and reproductive systems, but that they should not put their names on the cards. Instruct those who do not have questions to simply write “no question” on their card to help keep anonymity, as no one will know who wrote down a question and who did not. As they are writing their questions, distribute the homework sheet and ask them to complete it before the next class session. Collect the cards in the anonymous question box, and tell the class that you will answer them at the beginning of the next class session. (6 minutes)

Everybody's Got Body Parts – Part Two

*A Lesson Plan from Rights, Respect,
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RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

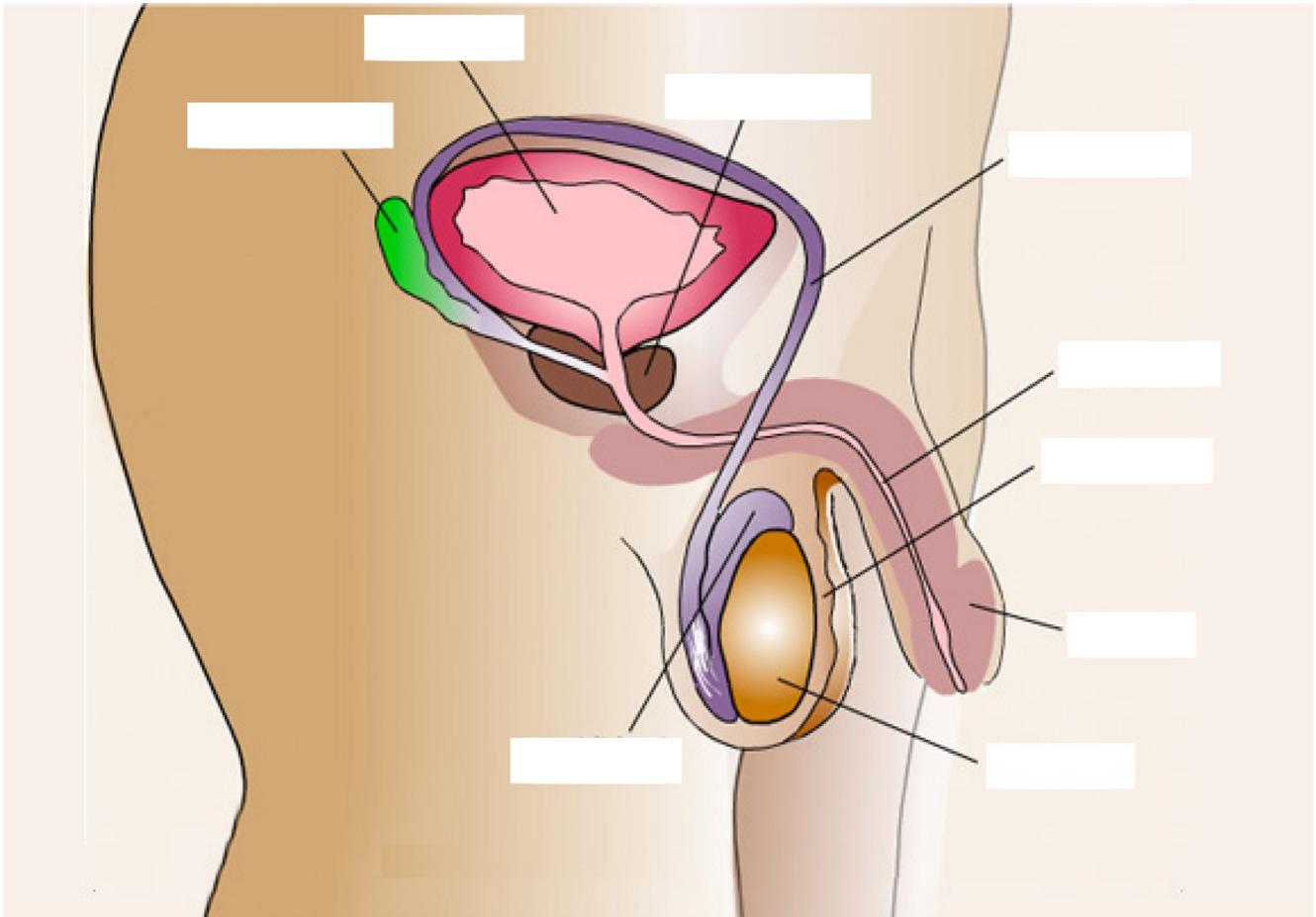
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

HOMEWORK:

“Male Sexual and Reproductive Systems Crossword Puzzle” – to be completed by each student and handed in during the next class.

Worksheet: The Male Reproductive and Sexual Systems

Name: _____ Name: _____ Name: _____



(Image from www.kidshealth.org)

1. _____

4. _____

7. _____

2. _____

5. _____

8. _____

3. _____

6. _____

9. _____

WORD BANK

seminal vesicles

bladder

epididymis

testicle

penis

scrotum

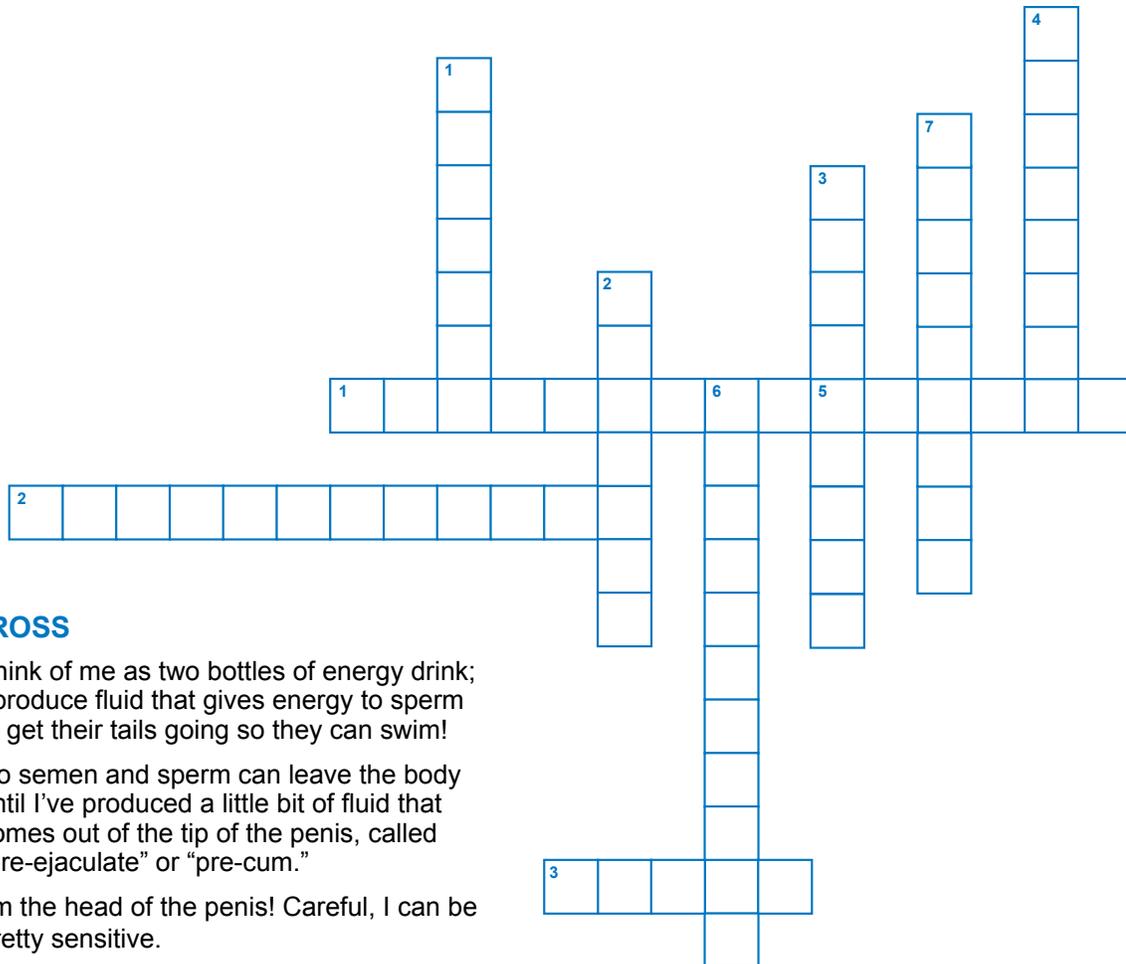
urethra

vas deferens

prostate gland

Homework: Male Sexual and Reproductive Systems Crossword Puzzle

Name: _____ Date: _____



ACROSS

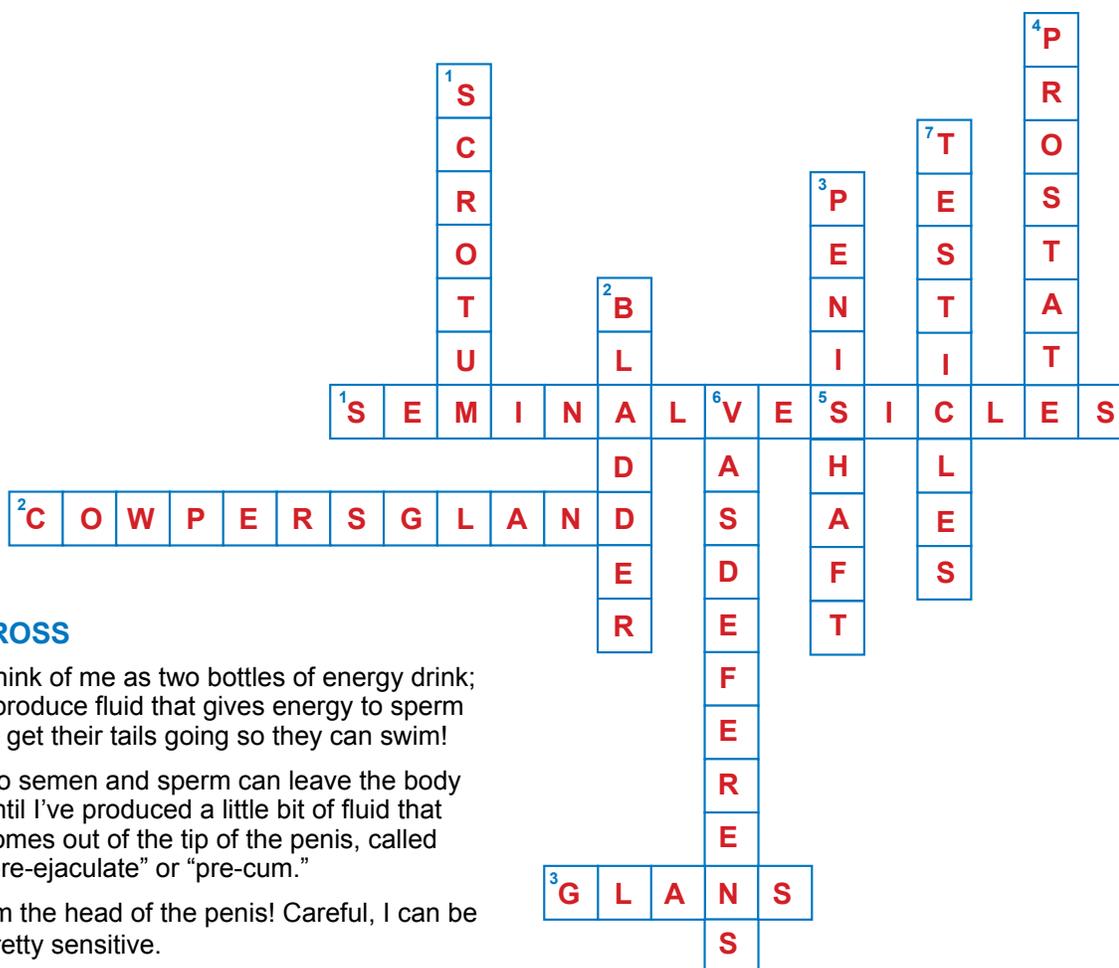
1. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
2. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
3. I'm the head of the penis! Careful, I can be pretty sensitive.

DOWN

1. I look - and work - kind of like a sac! Inside, I have the testicles, which makes sperm. Since they have to be made at a temperature lower than 98.6 degrees, I hang outside the body behind the penis
2. When you gotta go to the bathroom, that's me letting you know! I collect urine until it's time for it to leave the body.
3. Urine leaves the body through me; sperm-filled semen leaves through me when someone ejaculates or has a wet dream. I'm busy!
4. Chestnuts roasting on an open fiiiire... Well, I'm about the size of a chesnut, but please don't roast me! I've got to produce some of the fluid that makes up semen!
5. I'm the longest part of the penis, between the body and the head! Sometimes, I fill up with blood and get hard or erect.
6. I'm like a big water slide - I go from the testes up into the body so I can carry sperm to where it mixes with semen before it leaves the body!
7. I hang out in the scrotum - literally! There are two of me, and we're like little factories, making testosterone and sperm. When do I get a vacation??

Homework: Male Sexual and Reproductive Systems Crossword Puzzle

ANSWER KEY



ACROSS

1. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
2. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
3. I'm the head of the penis! Careful, I can be pretty sensitive.

DOWN

1. I look - and work - kind of like a sac! Inside, I have the testicles, which makes sperm. Since they have to be made at a temperature lower than 98.6 degrees, I hang outside the body behind the penis
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Reproduction Basics

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.CC.1 – Define sexual intercourse and its relationship to human reproduction.

TARGET GRADE: Grade 7
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- LCD projector and screen
- Desktop or Laptop computer with PowerPoint on it
- PowerPoint: "Fertility and the Menstrual Cycle"
- One set of the 28 day cards
- Two medium-sized bouncy balls (red, rubber balls typically used in PE class are perfect if you can borrow them or most dollar stores sell them)
- 5 copies of the sperm page
- One copy of the birth control page
- Human Reproduction Answer Key – one copy for teacher
- Human Reproduction Sample Definitions – one copy for teacher
- Three pieces of newsprint prepared as described
- Homework: "Reproduction Myth vs. Fact" – one per student
- Masking tape
- Flipchart markers – one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Make five copies of the sperm page.
- Prepare newsprint with the following headers, one per sheet:
 1. Sexual intercourse is when. . .
 2. A pregnancy can start when . . .
 3. A pregnancy can't start when . . .
- Post the three pieces of newsprint in different places around the wall with enough room by each so that a small group of students can gather and write on them. Tape the bottom edge of each newsprint sheet up over its top, folding it in half, so that students cannot see what's written on them until you are ready to do the activity.
- Print one set of the 28 day cards, of which there are 14 pages, so you need to cut them in half to have a full set of 28.
- You should be familiar with the functioning of the reproductive systems and human reproduction in order to lead the class activities and respond to students' questions. A review can be found at <http://www.sexualityandu.ca/sexualhealth/all-about-puberty/sexual-reproduction>. It is also important for you to be aware of your district and/or state policies governing the instruction of human reproduction.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe the process of human reproduction by identifying the correct order of the steps involved with conception. [Knowledge]
2. Define sexual intercourse. [Knowledge]

A NOTE ABOUT LANGUAGE:

The terms "boy" and "girl" are used intentionally in this lesson to make it accessible for 7th grade students, who are more concrete learners than older students. While we use terms "male" and "female" when referring to particular anatomy (the "male" or "female" reproductive systems, for example), it is important to remember that someone can have a penis even if they don't identify as a boy or a vulva even if they don't identify as a girl. The use of more inclusive terms related to gender identity and biological sex are introduced at subsequent grade levels.

Reproduction Basics

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

PROCEDURE:

STEP 1: Say, “Today we are going to discuss human reproduction. This is a topic that some of you might know a lot about and some of you might be learning about for the first time. Let’s start by seeing what the class already knows about the topic of reproduction.”

Point out the three pieces of newsprint you have hung around the room. Walk to the closest piece of newsprint and remove the tape revealing what is written on it. Explain to students that each piece of newsprint has a different sentence starter. They are to walk around and write down the first thing that comes to mind for each page. Explain that you are just looking to see what students have heard about these topics and that you expect all of their responses to be appropriate for school. Distribute the flipchart markers and tell them to be sure to write small enough to allow room for others to contribute as well. Invite students to stand up and move around to each newsprint, writing their responses. Tell students about five minutes to get to each newsprint. Once they are done, tell them to return to their seats. Ask three students to help by each bringing one piece of newsprint to post at the front of the room so the whole class can see it. (8 minutes)

STEP 2: Starting with the first newsprint, read the answers students have given, clarifying any misconceptions and confirming accurate information. If students have not written it, make sure to say, “Vaginal sex, sometimes called sexual intercourse, is when an erect penis is inserted into a lubricated vagina. If this results in ejaculation, semen is released from the penis into the vagina. Semen contains hundreds of millions of sperm, so if an egg is present, a sperm and that egg can unite. That’s called ‘fertilization.’ The fertilized egg then keeps going and, if it implants into the wall of the uterus, it becomes a pregnancy. If it doesn’t, it results in a menstrual period. We’ll talk more about this in a minute.” Continue in this manner with the other two pieces of newsprint making sure to provide the appropriate information and/or definitions as needed. (10 minutes)

Note to the Teacher: *If you need some help providing age-appropriate definitions, please use the Human Reproduction Sample Definitions at the end of this lesson.*

STEP 3: Next say, “Now that you have some general definitions for key terms related to human reproduction, I want to make sure you understand the steps involved from start to finish. Start the PowerPoint “Fertility and the Menstrual Cycle” and review each phase of the menstrual cycle by saying the following:

Slide 1 – “This is a female’s uterus. You can see that it’s in the abdomen next to the stomach. The uterus is where menstruation occurs.”

Slide 2 – “The average menstrual cycle is generally about 28 days but really varies from person to person, sometimes being much shorter or longer than 28 days. Someone can get their first period anywhere between nine and fifteen years old and generally it will take the body a couple of years to figure out what will be a typical cycle.”

Slide 3 – “Each month an ovary releases an egg, also called an ovum, into the fallopian tube. The trip down the fallopian tube usually takes a couple days.”

Slide 4 – “While the ovum is on this journey, if it unites with sperm, the egg becomes fertilized and may implant in the lining of the uterus. Once a fertilized egg implants inside the uterus, a pregnancy has begun. If the pregnancy continues, nine months

Reproduction Basics

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

later a baby will be born.”

Slide 5 – “If there are no sperm in the fallopian tube while the ovum is there, then the ovum dissolves and is reabsorbed by the body. The ovum is only able to unite with a sperm for a couple of days before it dissolves.”

Slide 6 – “In order to prepare for a potential pregnancy, the lining of the uterus grows each month to create a good environment for a potential fetus.”

Slide 7 – “If the egg does not unite with a sperm, hormones tell the body to prepare for menstruation, also called having a period.”

Slide 8 – “Menstruation is when the body rids itself of the extra lining inside of the uterus because there was no fertilized ovum. About two tablespoons of blood and some tissue slowly leave the vagina during a menstrual period.”
(10 minutes)

STEP 4: Say, “Since the average menstrual cycle is 28 days, I have 28 cards and each one represents one day of the cycle. I am going to hand out a card to each of you. Once you have your card, please tape them to the board in the correct order. Then we will look at the menstrual cycle again, this time starting with menstruation as Day 1.” Distribute one card to each student and have them use the masking tape to post them on the chalk or white board.

Note to the Teacher: *If you have more than 28 students in your class, have students pair up to work on one card together. If you have less than 28 students, give a few students two cards to work on.* (5 minutes)

STEP 5: Say, “Now we can see an average 28 day menstrual cycle with Day 1 being the first day of her period. Next I’d like to show you when a person is most likely to become pregnant if sperm and an egg unite. Each of these two bouncy balls will represent one day when the egg is in the fallopian tube and able to unite with a sperm.” Ask for two volunteers and give each one a bouncy ball. Have one student stand under Day 14 and the other student stand under Day 15. Say, “Now whenever the egg is traveling through the fallopian tube pregnancy can happen if there are sperm present. Remember from the PowerPoint that the egg or ovum is only alive for about two days. So these two bouncy balls will represent when the egg is traveling and able to unite with a sperm.” (5 minutes)

STEP 6: Next, ask for five volunteers and give each one copy of the sperm page and say, “Sperm can live inside another person’s body for up to five days. So let’s see what happens if there is sperm in the uterus during different points of the menstrual cycle.” Have each student with a sperm page stand under Days 24- 28. Say, “You can see that sperm in the body during this time is not as likely to start a pregnancy because it’s less likely there is an egg around.”

Next, have the people holding the five sperm pages move to stand under Days 11 – 15. Say, “You can see how if there is sperm present either BEFORE or DURING the same time when the egg – the bouncy balls in our case – are present, that is the time when a pregnancy is most likely to happen.” Lastly, ask for one other volunteer and give them the birth control page. Ask them to stand between the students holding the bouncy balls and the students with the sperm card to physically block the two from meeting. Ask students, “What is the birth control doing?” Take some responses and make sure to tell students the following,

Reproduction Basics

*A Lesson Plan from Rights, Respect,
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“Birth control, if used correctly and consistently, prevents the sperm and egg from uniting by either blocking the sperm or preventing an egg from leaving the ovary in addition to other ways.” (7 minutes)

STEP 7: Have the volunteers return the bouncy balls, birth control and sperm pages to you and return to their seats. End by asking, “What does this tell you about when pregnancy is most likely to happen?” Take a few responses and clarify any lingering misconceptions. End the lesson by saying, “Since this is just a typical menstrual cycle and we know that everyone is unique, if someone chooses to have vaginal sex but does not want to become pregnant/get their partner pregnant, it is most effective to either postpone vaginal sex or to use an effective form of birth control consistently and correctly.” Distribute and explain the homework. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The card line up activity will meet the first learning objective while the stem sentence activity and discussion will meet the second learning objective.

HOMEWORK:

The homework is a short quiz intended for students to complete with a parent/caregiver in order to facilitate a conversation about reproduction.

HOMEWORK: Reproduction Myth vs. Fact

Name: _____ Date: _____

Directions: With a parent/caregiver, talk through the following four statements. Together decide whether you believe the statement is a myth or fact and circle that answer. Then, watch the three minute video Sex Myths to check your answers.

Sex Myths Video – <http://pub.etr.org/sexmyths.html>

- | | | |
|-------------|-------------|--|
| MYTH | FACT | 1. If two people have vaginal sex standing up, then pregnancy is not possible because the sperm will just fall out. |
| MYTH | FACT | 2. If two people have sex in certain positions, then pregnancy is not possible because of gravity. |
| MYTH | FACT | 3. If two people have vaginal sex in a swimming pool, pregnancy is not possible. |
| MYTH | FACT | 4. If someone jumps up and down after unprotected vaginal sex, the sperm inside will get confused and be unable to reach an egg. |

Teacher Resource: Human Reproduction Sample Definitions

The following are key terms for the explanation of human reproduction and a sample definition appropriate for use with seventh graders. It is important to review these definitions prior to teaching the lesson and with your supervisor to make sure they align with your school district and/or state policy governing instruction.

Please note this is for your reference only and should not be distributed to your students.

Vaginal Sex (sometimes called sexual intercourse)

Vaginal sex, sometimes called sexual intercourse, is when an erect penis is inserted into a lubricated vagina. If this results in ejaculation, semen is released from the penis. Semen contains hundreds of millions of sperm, one of which is needed to cause a pregnancy. If the couple is not using a contraceptive method, like condoms or the pill, the sperm in the semen can join with an egg, if one is present. If it implants in a uterus, it creates a pregnancy.

Conception

The beginning of a pregnancy. A sperm and egg must first join and implant into the lining of the uterus to result in a pregnancy. A fertilized egg cannot survive without implantation.

Human Reproduction

Human reproduction is a cycle in which a sperm and egg join and then implant into the lining of the uterus. After approximately nine months of growth, a baby is born.

Implantation

The process by which a fertilized egg attaches itself to the lining of the uterus. Once an egg is fertilized it doesn't always implant, but may leave the body with menstrual blood and tissue.

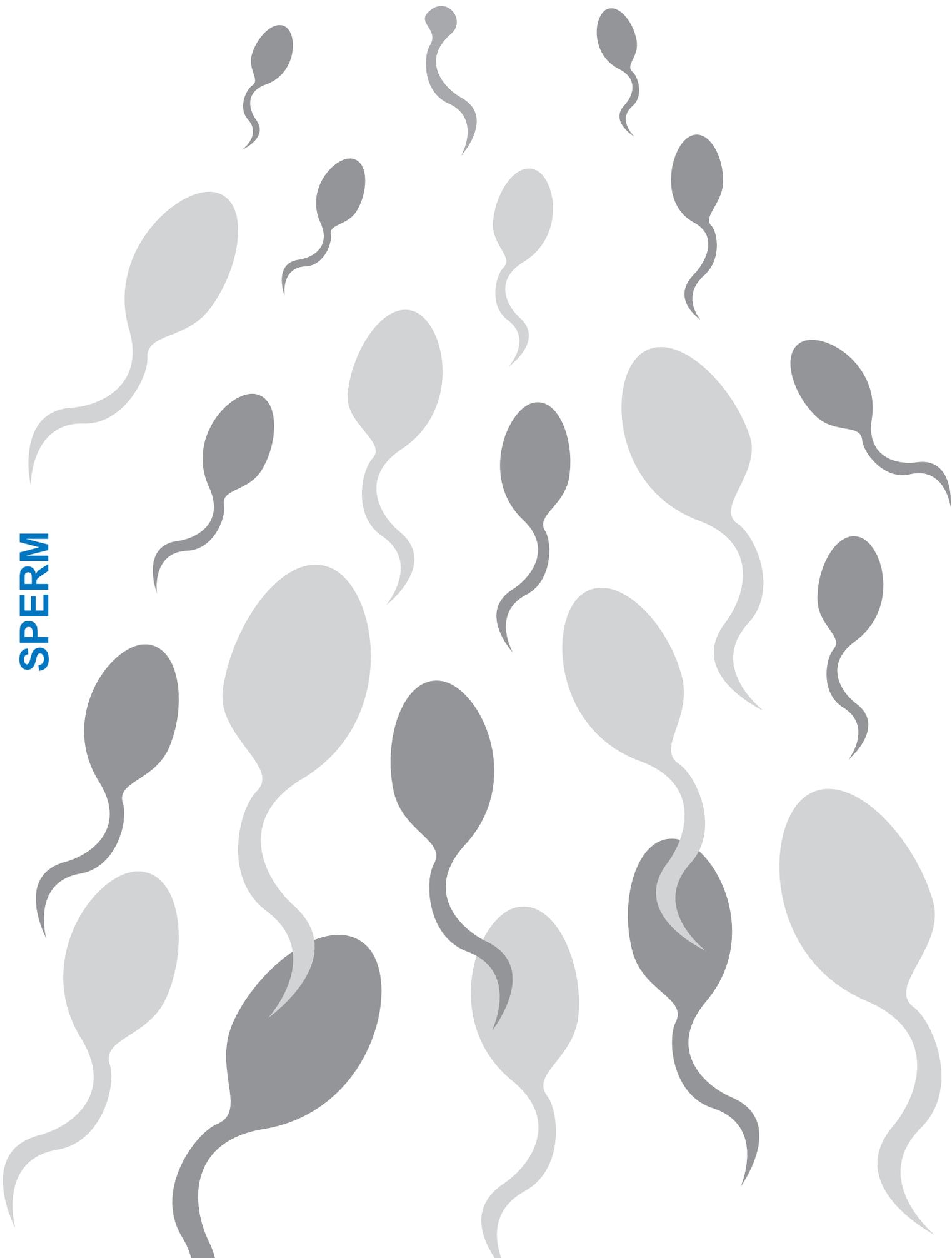
Fetus

The medically accurate name for the developing pregnancy prior to birth.

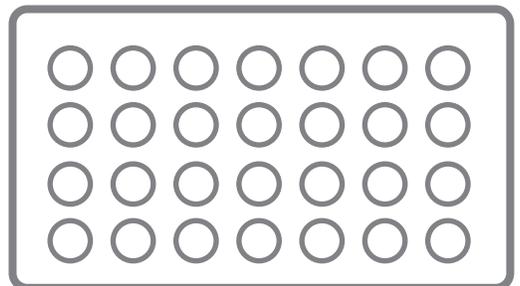
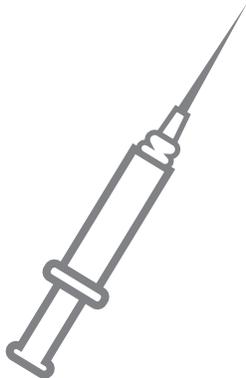
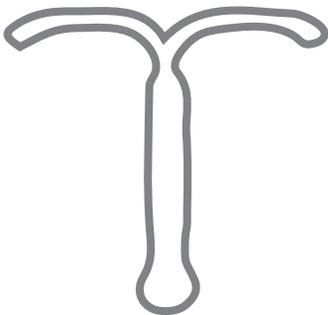
Pregnancy

Once a fertilized egg successfully implants in the lining of the uterus, a pregnancy has begun. Typically, a pregnancy lasts for 40 weeks but can terminate for many reasons including spontaneously (called a miscarriage) or by choice or medical necessity (called an abortion).

SPERM

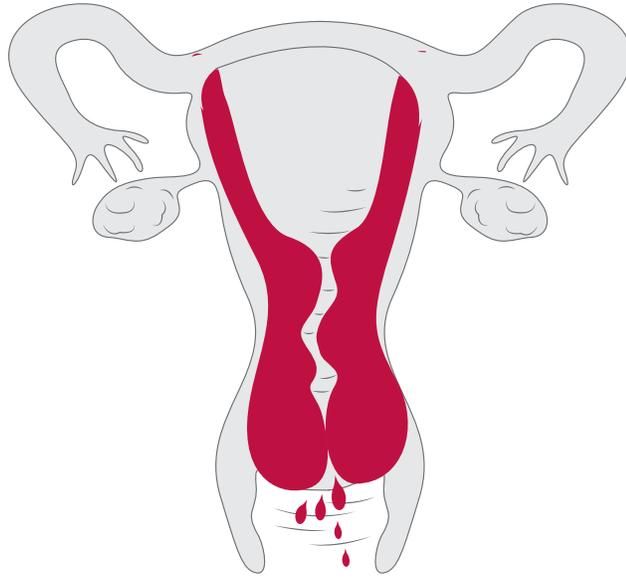


BIRTH CONTROL



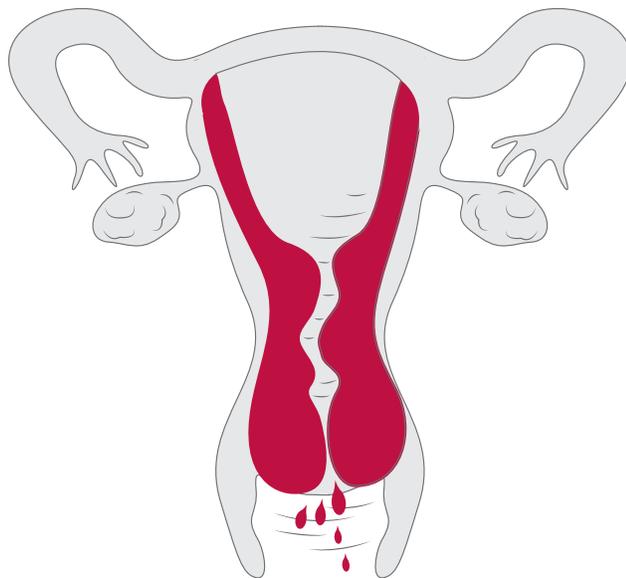
1

Menstrual period begins



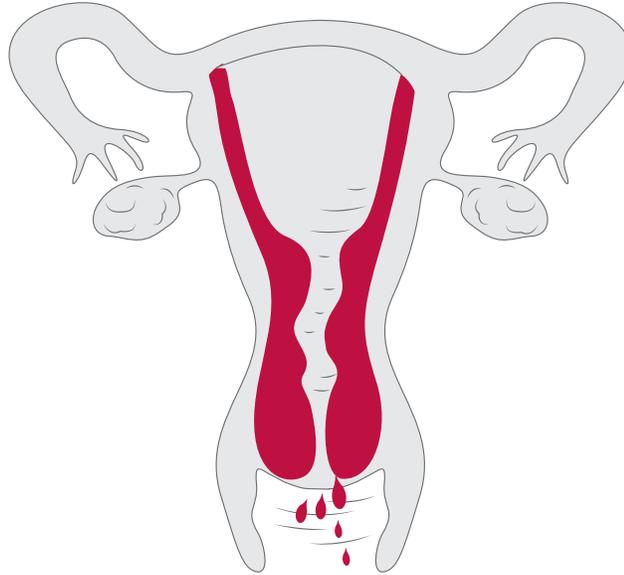
2

Menstrual period continues



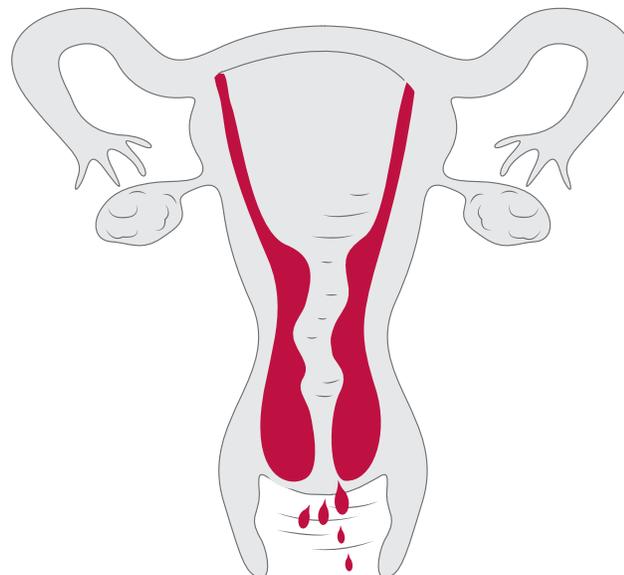
3

Menstrual period continues



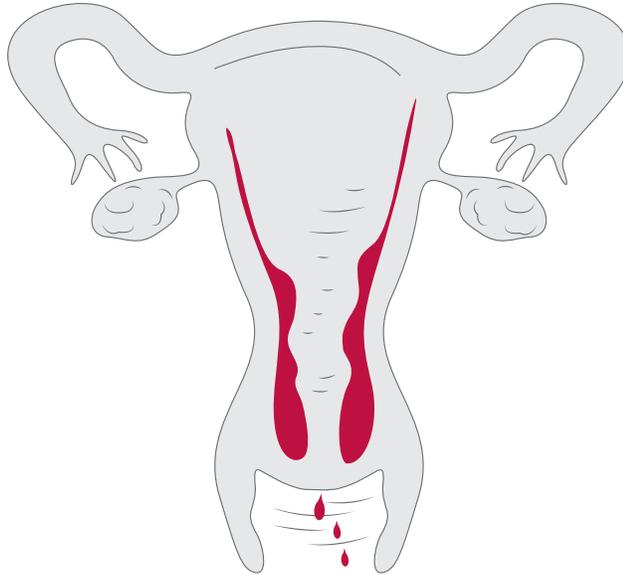
4

Menstrual period likely continues



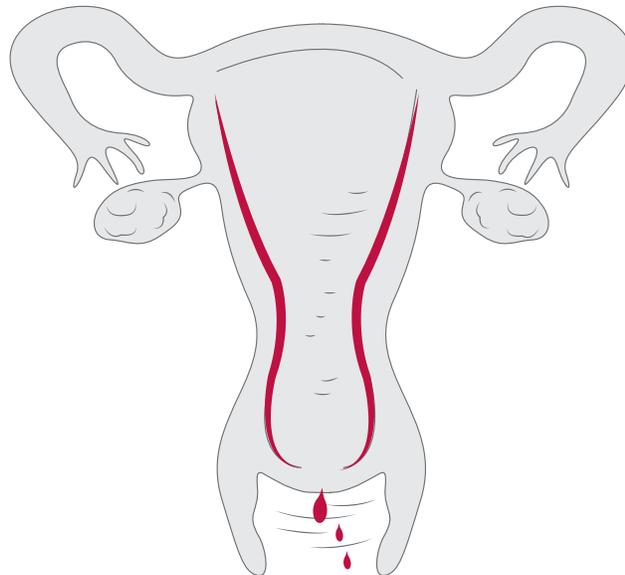
5

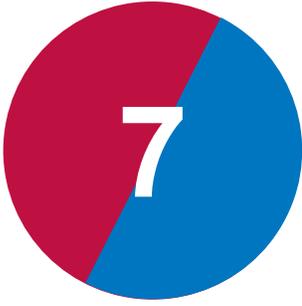
Menstrual period may continue/may be finishing



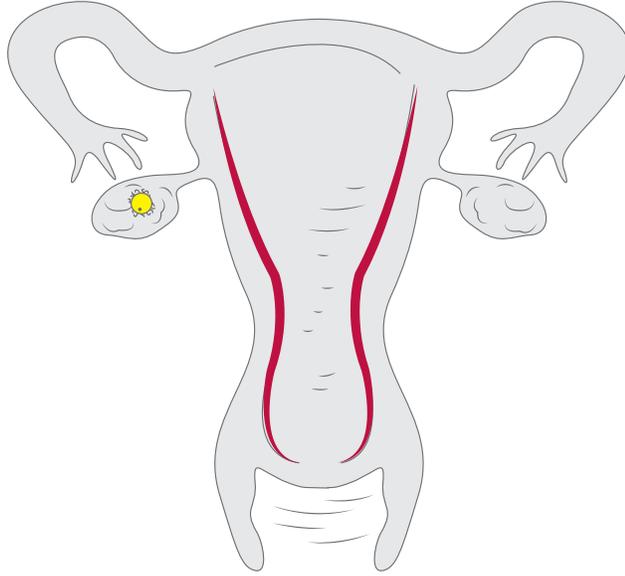
6

Menstrual period ending/ended and lining of uterus starting to grow again

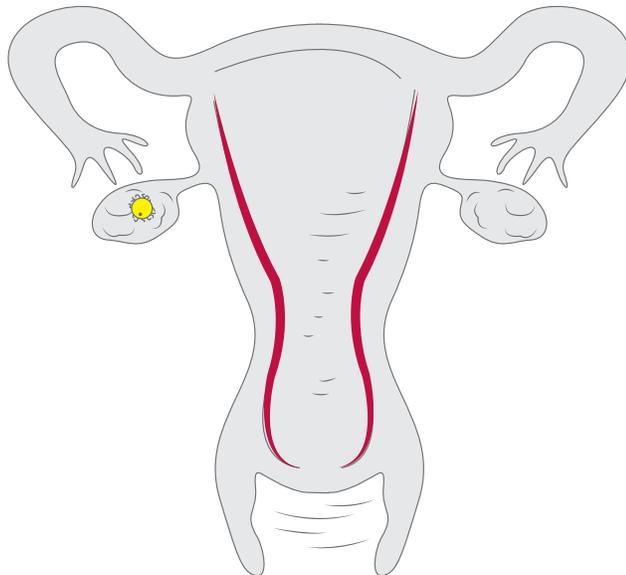




Menstrual period ending/ended and lining of uterus starting to grow again

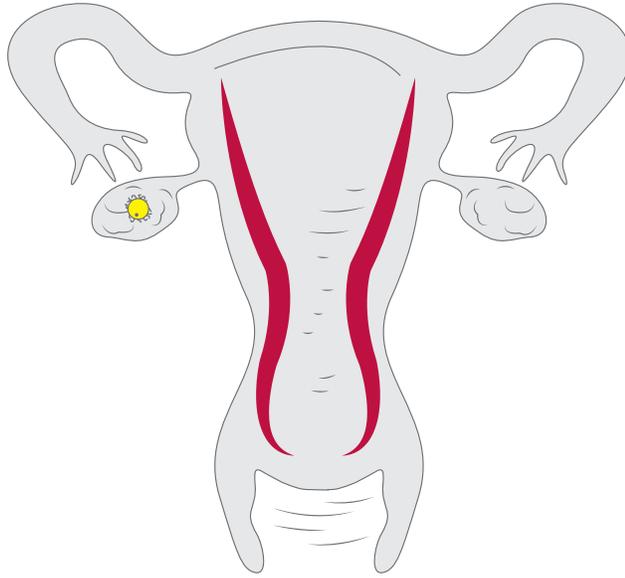


Lining of uterus continues to grow and one egg is preparing to be released



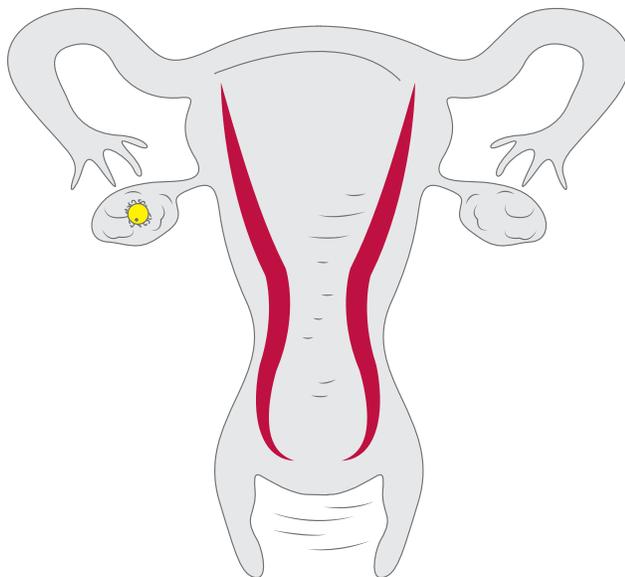
9

Lining of uterus continues to grow and one egg is preparing to be released



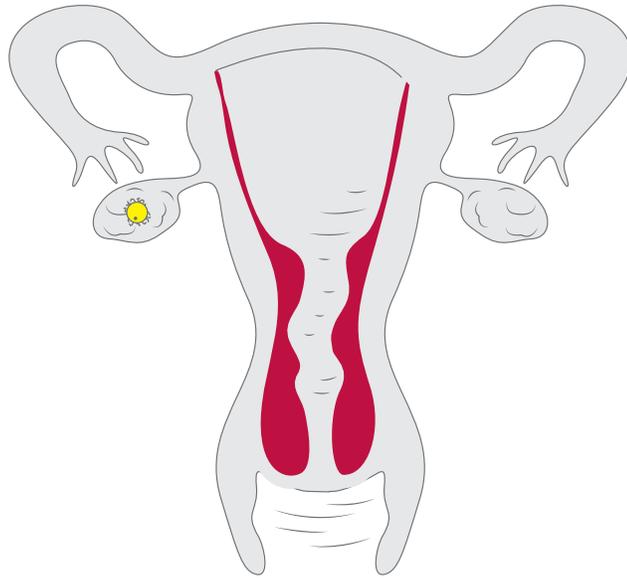
10

Lining of uterus continues to grow and one egg is preparing to be released



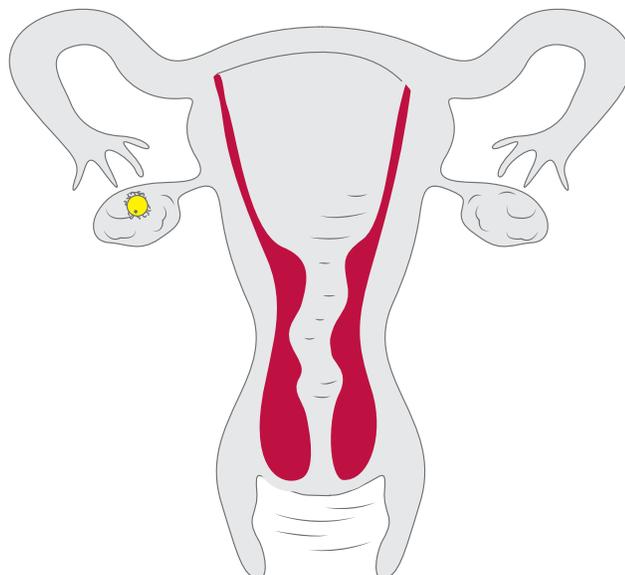
11

Lining of uterus continues to grow and one egg is preparing to be released



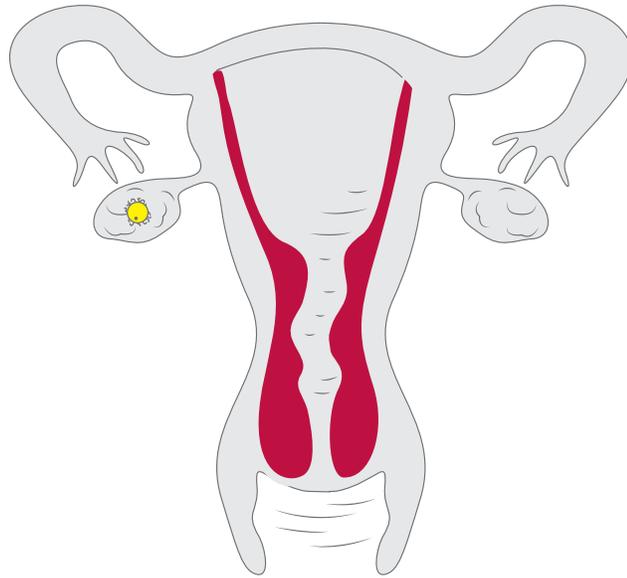
12

Lining of uterus continues to grow and one egg is preparing to be released



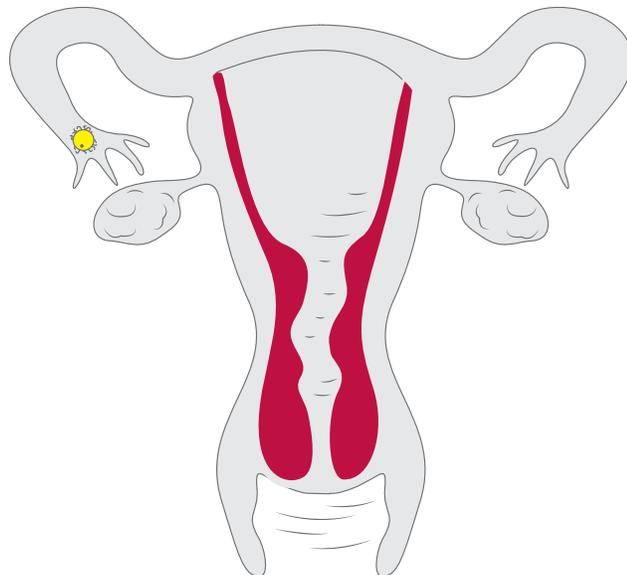
13

Lining of uterus continues to grow and one egg is preparing to be released



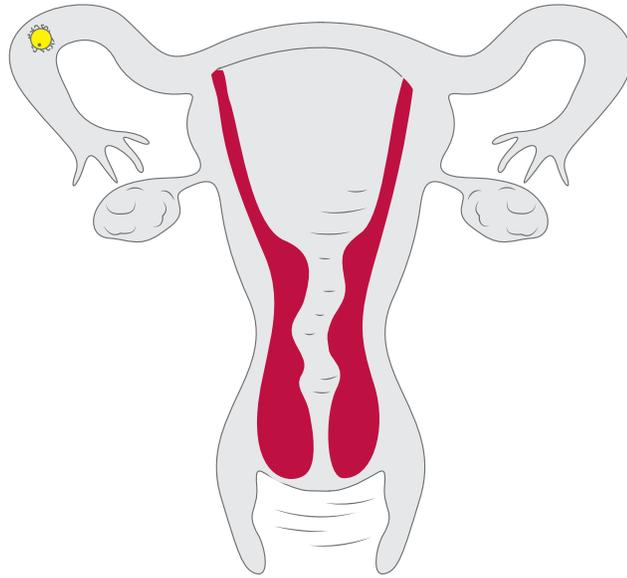
14

Ovulation is most likely to occur, meaning an egg is released from an ovary and starts to travel down a fallopian tube.



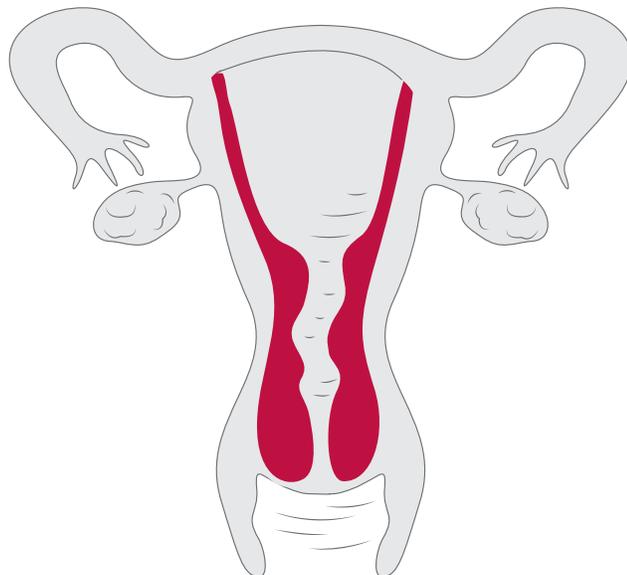
15

The egg, if it does not unite with a sperm by the end of Day 15, will dissolve and no longer viable.



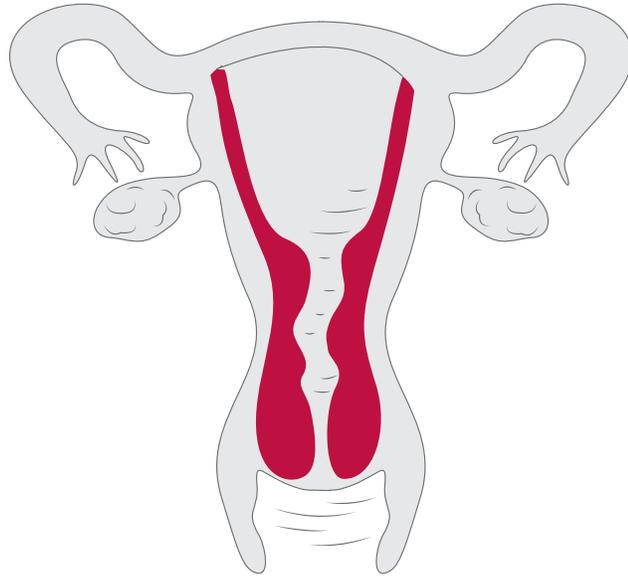
16

The egg has dissolved and will leave the body during the menstrual period.



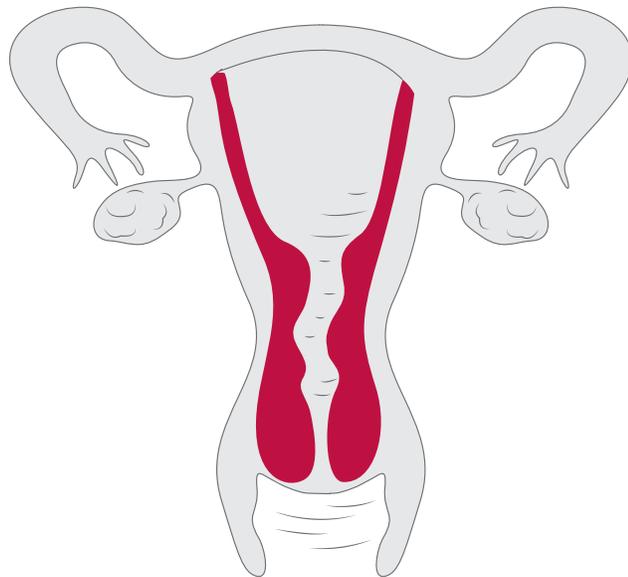
17

Lining of uterus continues to grow,
just in case it's needed



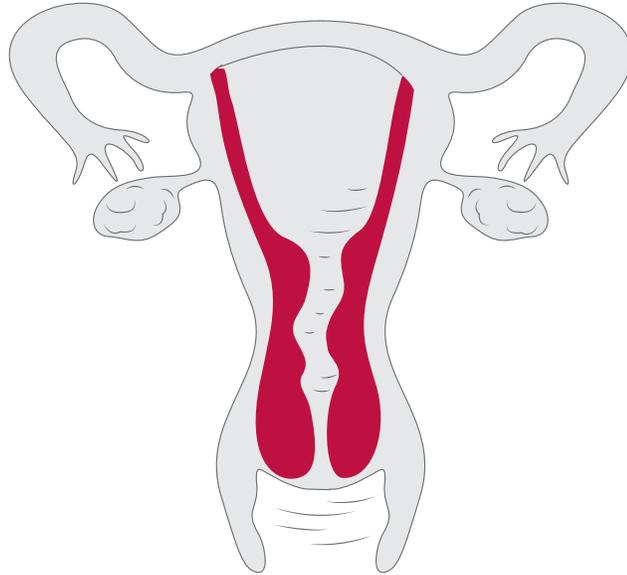
18

Lining of uterus continues to grow,
just in case it's needed



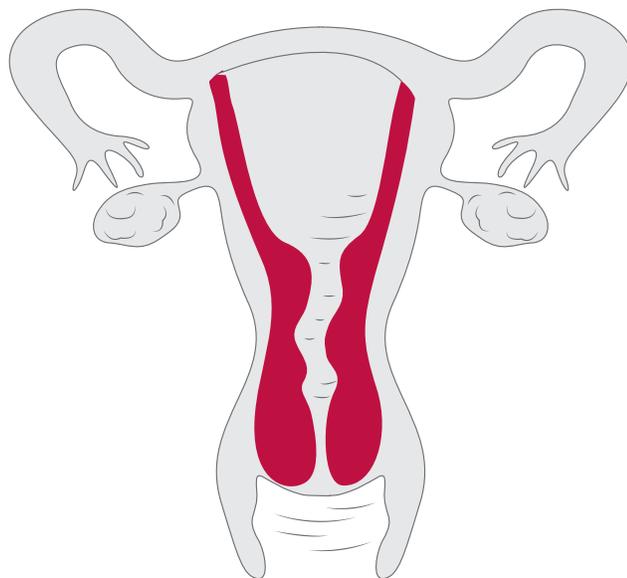
19

Lining of uterus continues to grow,
just in case it's needed



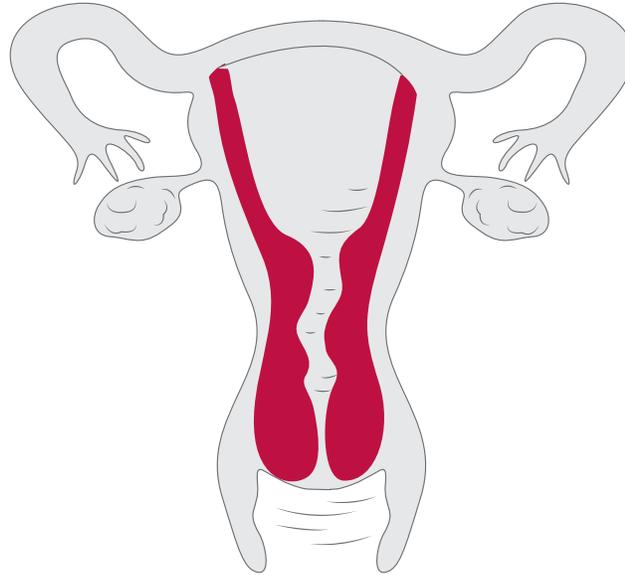
20

Lining of uterus continues to grow,
just in case it's needed



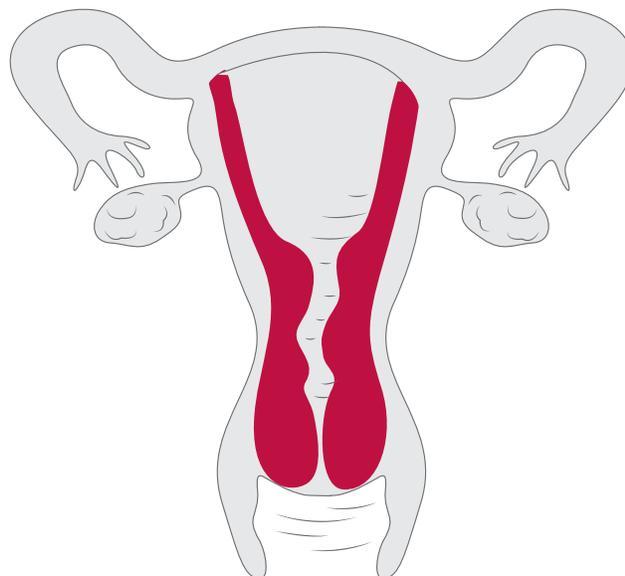
21

Lining of uterus continues to grow,
just in case it's needed



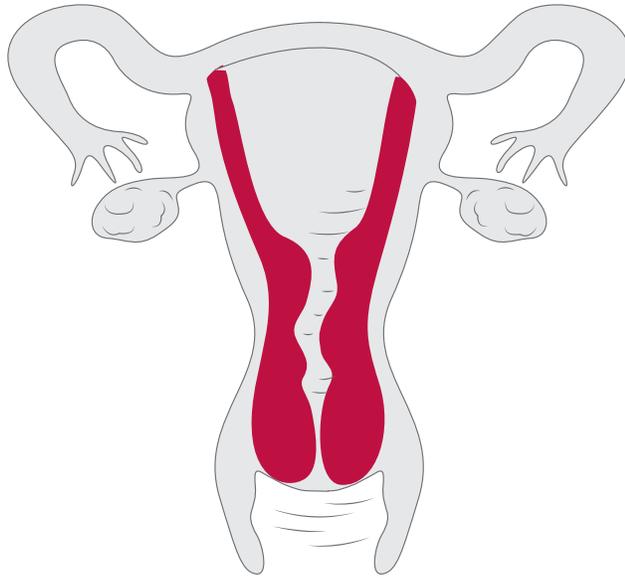
22

Lining of uterus continues to grow,
just in case it's needed



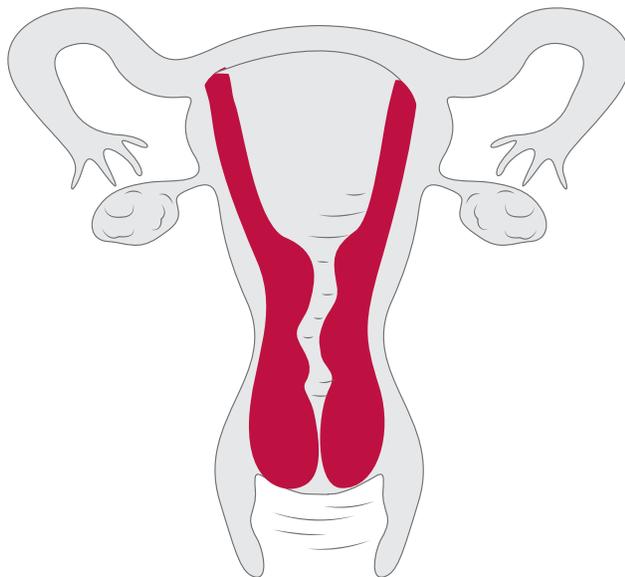
23

Lining of uterus continues to grow,
just in case it's needed



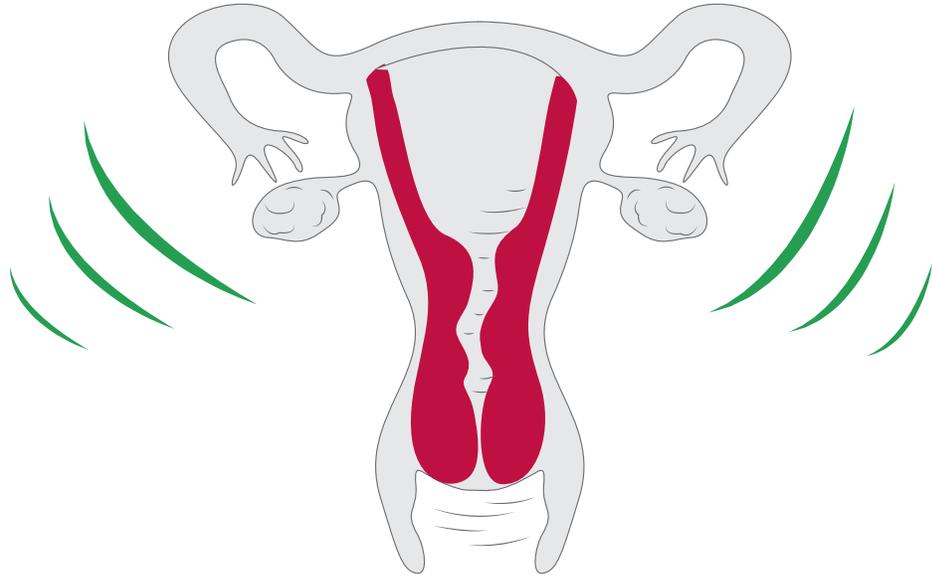
24

Lining of uterus continues to grow,
just in case it's needed



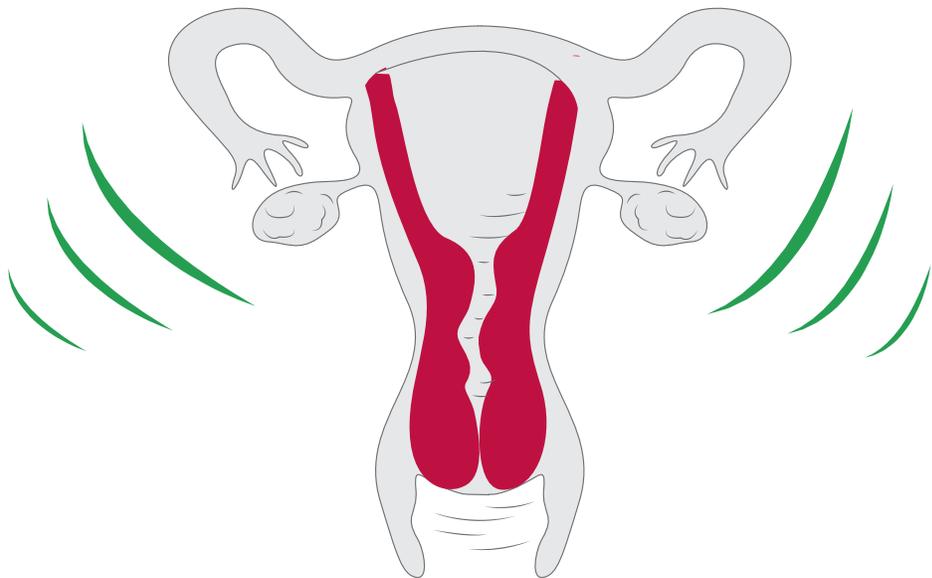
25

Lining of uterus continues to grow and hormones signal the body to prepare for next menstrual period



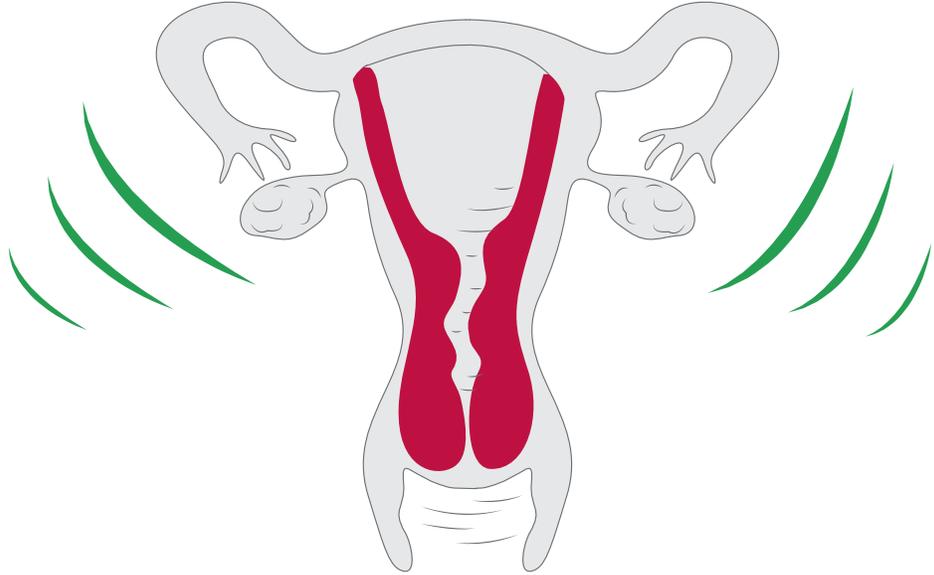
26

Lining of uterus continues to grow and hormones signal the body to prepare for next menstrual period



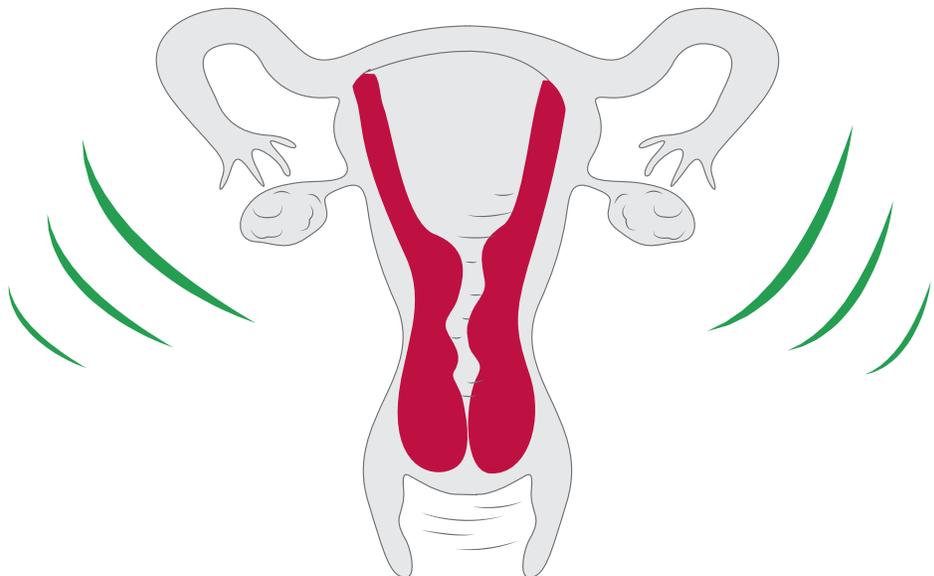
27

Lining of uterus continues to grow and hormones signal the body to prepare for next menstrual period



28

Lining of uterus continues to grow and hormones signal the body to prepare for next menstrual period



Great Expectations: Signs and Symptoms of Pregnancy

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.CC.5 – Describe the signs and symptoms of a pregnancy.

PR.8.CC.6 – Identify prenatal practices that can contribute to a healthy pregnancy.

TARGET GRADE: Grade 7
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheet: "Early Pregnancy Symptoms" – one per every two students
- PowerPoint: "Pregnancy Symptoms"
- LCD projector and screen
- Desktop or laptop with PowerPoint on it
- Teacher's Guide: "Early Pregnancy Symptoms"
- Index cards – one per student
- Shoebox with an opening cut in the cover large enough for students to push their cards through (anonymous question box)
- Homework: "What's It Like to Be Pregnant?" – one per student
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least three common symptoms of pregnancy. [Knowledge]
2. List at least two things a person can do once they discover they are pregnant to promote a healthy pregnancy. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Explain that you are going to be talking about early signs and symptoms of pregnancy. Tell them that to get started, they will be working in pairs on an activity.

Divide the class into pairs. Tell them that they are going to be receiving a set of drawings that represent various signs that a person might be pregnant. Explain that they should match each drawing to the list of symptoms at the bottom. Let them know they will have 10 minutes in which to match the terms with the drawings. (5 minutes)

STEP 2: After 10 minutes, show the PowerPoint with the individual images of each drawing and ask students to provide the answers they came up with. With each slide, provide the information as described in the teacher's guide. (20 minutes)

STEP 3: Say to the students, "Once a person confirms they are pregnant, they need to decide whether they are going to have the baby and become a parent, have the baby and let someone adopt it, or end the pregnancy (at its earliest stage). The second two options are available for a number of reasons, including that the pregnant person may not feel they would be able to take care of a baby because of their age or life circumstances."

Say, "If a person chooses to carry the pregnancy for all nine months, they need to work to keep both themselves and the fetus healthy for

Great Expectations: Signs and Symptoms of Pregnancy

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

those nine months. A ‘fetus’ is what we call a baby as it grows inside a person’s uterus. Working to keep the fetus and pregnant person healthy is part of what’s called, ‘prenatal care.’ ‘Pre’ means ‘before,’ and ‘natal’ refers to ‘birth.’ So ‘prenatal care’ refers to all the things a pregnant person needs to do to keep themselves and the fetus healthy.”

Ask students to think of some examples of things a pregnant person should – and should not do – when they discover they are pregnant. Write responses on the board, probing for the following:

- Get a lot of sleep
- Exercise
- Reduce stress (exercise helps with that)
- Take vitamins
- Eat well
- Stop smoking
- Don’t drink alcohol
- Reduce the amount of caffeine they drink

(10 minutes)

STEP 4: Tell the class you touched on a lot of information today, but that there is much more to pregnancy than what you discussed in this class. Distribute an index card to each student and ask them to write down any questions they still have about pregnancy that was not answered today. Tell them that if anyone does not have a question they should still write on their index card, “I don’t have a question” so that everyone will write something.

Ask students to place their index cards into the anonymous question box as they leave class. As they hand in their cards, be sure to hand them each their homework sheet.

***Note to the Teacher:** Be sure to allocate time in your next class session to answer the questions asked. If some have nothing to do with pregnancy, feel free to hold those until you get to those topics in class; just be sure to tell the students that’s what you’re planning to do so they don’t feel like their questions were ignored. (5 minutes)*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Both of the in-class activities will serve as assessment of the two learning objectives. In addition, the homework assignment is designed to reinforce the lesson content while concretizing it with real-life experiences.

HOMework:

Students will complete an interview with someone in their lives who has been pregnant.

***Note to the Teacher:** Although there are instructions on the homework sheet for the parents/caregivers, you may wish to consider sending home an email to ensure they have some guidance about who would be an appropriate person to interview. A family member or family friend who lost a pregnancy or had a very challenging one would not be a good candidate for this interview, which is designed to reinforce the class content.*

Pregnancy Symptoms

Teacher's Guide

Instructions: Use this guide to share information with students about the signs and symptoms of pregnancy after they have completed the match game.

Shortness of breath – Lots of things can cause us to be short of breath at times. When a person gets pregnant, they can sometimes feel like it's harder to do things they could have done previously without getting winded. One example is going up a flight of stairs.

Swollen/sensitive breasts – One reason why it can be hard for a person to know whether they are pregnant is that the symptoms imitate the symptoms of having a period. Just like during a period, a person's breasts can swell slightly or be sensitive to touch – and not sensitive in a good way, more in an achy way. The breasts will continue to grow in size during the pregnancy as they prepare to make milk for breastfeeding the infant after it's born.

Feeling tired – Similar to being short of breath, pregnant people often find they get tired a bit more easily and often.

Feeling nauseous/throwing up – Many people have heard about “morning sickness” – where pregnant people wake up first thing in the morning feeling woozy or actually throw up. Sometimes, this happens only during the early stages of pregnancy; other people have it all nine months!

Going to bathroom more frequently (peeing) – Once a person is pregnant, they are peeing out the food and liquids they eat, as well as the food and liquids from the fetus growing inside. A “fetus” is what we call a baby until it is born.

Going to the bathroom less frequently (pooping) – As trips to the bathroom increase for urination, they actually may have a harder time moving the bowels during pregnancy. This has to do with the changes in hormones in the body – and later with the growing fetus pushing down on various organs inside the body.

Headaches – These are usually pretty minor, and usually during the first trimester. What causes these can be different depending on the individual person – but can be caused by not sleeping as well, being tired, feeling hungry, etc. Lots of pregnant people don't experience them at all.

Lower back pain/cramps – This is another symptom that can make a person think they are about to have a period instead of being pregnant. Cramping is common as the body is adjusting to having a fetus growing inside. The uterus is where the fetus grows – the baby doesn't grow in the stomach.

Weird food cravings – Some people get a sense that they might be pregnant when they start craving – or really, REALLY wanting – foods that don't typically go together – or foods they never ate before. For example, someone who previously never ate meat might start craving a hamburger.

Pregnancy Symptoms

Teacher's Guide

Weird food aversions – Opposite to food cravings, there may be some foods that a pregnant person always liked which they might suddenly not just stop eating, but actually feel put off by. This could be due to the texture, look, taste or smell of the food.

More sensitive sense of smell – Speaking of sense of smell – some pregnant people have a really heightened sense of smell. They may be more sensitive to negative smells, such as garbage, or even to typically positive smells, such as perfume or cologne.

Mood swings – You may remember talking about mood swings as something you go through during puberty because your hormone levels go up and down. Same thing in pregnancy. Some people feel very emotional for seemingly no reason.

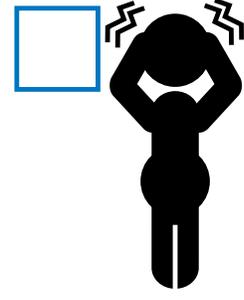
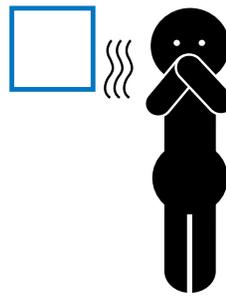
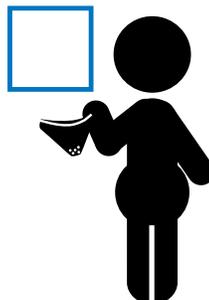
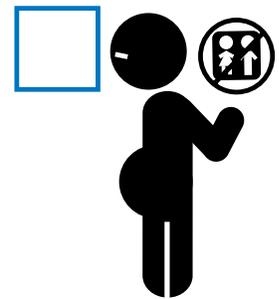
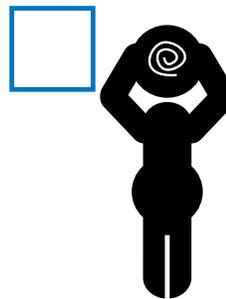
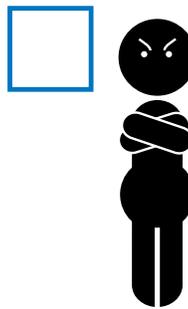
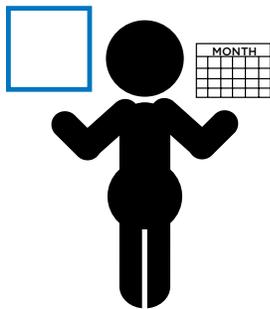
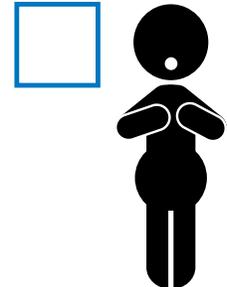
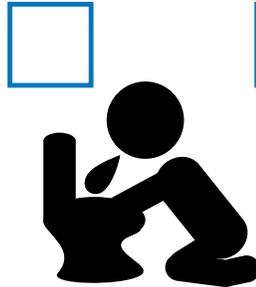
Dizziness – Many people do not feel dizzy, but slight dizziness is common, particularly at the very beginning.

Light spotting – It's very common for someone to experience some light spotting when they're pregnant. "Light spotting" means they might notice a little bit of blood in their underwear or on the toilet paper when they use the bathroom. Some people mistakenly think that means they are either about to get or having a light period, but light spotting can be a sign of pregnancy.

Missing a period – This is perhaps the most common symptom of pregnancy. People who don't have their period when they're supposed to often take that as a sign to take a home pregnancy test or go to a doctor's office or clinic to be tested. When people are younger, their periods are often less regular so it's important for a person who skips a period to take a pregnancy test as well. Plus, if they have never had vaginal intercourse, it's impossible for them to be pregnant.

Worksheet: Early Pregnancy Symptoms

Names: _____



- 1 - SHORTNESS OF BREATH
- 2 - SWOLLEN/SENSITIVE BREASTS
- 3 - FEELING TIRED
- 4 - FEELING NAUSEOUS/THROWING UP
- 5 - GOING TO BATHROOM MORE FREQUENTLY (PEEING)
- 6 - POOPING LESS FREQUENTLY (CONSTIPATION)
- 7 - HEADACHES

- 8 - LOWER BACK PAIN/CRAMPS
- 9 - WEIRD FOOD CRAVINGS
- 10 - WEIRD FOOD AVERSIONS
- 11 - MOOD SWINGS
- 12 - MORE SENSITIVE SENSE OF SMELL
- 13 - DIZZINESS
- 14 - LIGHT SPOTTING
- 15 - MISSING A PERIOD

Homework: What's It Like to Be Pregnant?

Name: _____

Parents/Caregivers: Please help your child to identify someone either in your family or a close enough family friend who experienced a pregnancy, gave birth and became a parent. Please be sure to choose someone for whom the pregnancy outcome was a positive experience so that the focus of the homework stays on the experience of being pregnant.

Person you interviewed (first name and relationship to you, like, "my aunt Denise"):

Interview Questions:

What made you think you might be pregnant? _____

How did you know for sure? _____

How did you feel when you found out you were? _____

Did your body feel any different during the first few months of pregnancy? If yes, how?

What was the coolest thing about how your body changed when you were pregnant?

What was something you didn't like about being pregnant? _____

What was the best thing about being pregnant? _____

Signature of person interviewed: _____

Protecting Your Health: Understanding and Preventing STDs

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

SH.8.CC.1 – Define STDs, including HIV, and how they are and are not transmitted.

SH.8.CC.2 – Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each.

SH.8.CC.3/PR.8.CC.3 – Describe the signs, symptoms and potential impacts of STDs, including HIV.

TARGET GRADE: Grade 7
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- One copy of the 11 STD Clues
- One copy of “STD Clues Answer Key” 1-9
- One copy of STD Clue Worksheets 1-9, with a few extras so that each trio can have one
- One copy each of the STD High Risk, Low Risk and No Risk signs
- Behaviors for STD Risk cards – enough copies for each trio to have one full set
- Homework: “HIV and AIDS” – one per student
- Masking tape
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Post the 11 STD Clues Sheets around the room with enough space between them so that students will not get crowded around each.
- Copy and cut the Behaviors for STD Risk cards creating one set for each trio.
- Tear off pieces of masking tape for the high/low/no risk activity.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define STDs and HIV. [Knowledge]
2. Name at least three common STDs and how they are transmitted. [Knowledge]
3. Compare sexual behaviors that put people at high, low or no risk for STDs. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Explain that today's lesson is about sexually transmitted diseases (STDs) and HIV.

Say the following, writing key terms on the board as needed: “A sexually transmitted disease means a disease a person can get from another person when they do something sexual with that person. You can only get an STD from someone who has one. You may hear ‘STD’ or ‘STI’ used out in the world; the ‘D’ refers to ‘disease,’ and the ‘I’ to infection. There is a minor difference between the two, but for the purposes of this lesson, we will be referring to STDs.

We're also going to be talking about HIV, which stands for the Human

Protecting Your Health: Understanding and Preventing STDs

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

Immunodeficiency Virus. The 'Human' part means only people can get it and transmit to other people. While there are animal versions of HIV, a person cannot get HIV from a cat or a dog or any other animal, or vice versa. 'Immunodeficiency' is actually two words stuck together – you might remember from science class that our immune system is the system in our body that fights off infection. A deficiency is when something isn't working the way it should. So when a person has HIV, they have a deficient immune system – meaning, infections their body could usually fight off on its own are harder or even impossible to fight off. So HIV is a virus that weakens the immune system that, if it is not successfully treated, can become AIDS."

Tell the students that there are many STDs, but that they tend to have at least a few things in common with other STDs. So they are going to be doing an activity where they are going to be assigned an STD and try to discover which one they have. (3 minutes)

STEP 2: Divide the class into nine groups. Say, "Each small group will receive a worksheet with a list of clues on it. Around the room are clues with characteristics of different STDs. Your job is to go around the room, and based on what's listed on those sheets of paper, determine which STD is on your paper. At the bottom of your sheet is a word bank of different STDs. When you find something that doesn't apply to you, just cross it off. By the end of the activity, you should be able to determine the STD." Tell them that they will have 10 minutes in which to work on these. Distribute the worksheet, and ask them to get started (12 minutes).

STEP 3: Once 10 minutes have elapsed, have the groups return to their seats, staying in their groups. Go through the responses using the answer key. (8 minutes)

STEP 4: Say, "One of the things all these STDs have in common is that they can be transmitted through sexual behaviors. But some behaviors put people at higher risk than others. We're going to do an activity now where we will look at which behaviors carry a lot of risk, which put you at some risk, and which have no risk for transmitting STDs." Since students are already in their groups from the first activity, ask them to remain in their groups. Tell them that you are going to hand out a list of sexual behaviors people can do. Ask them to read each of them and decide together whether they think each behavior puts a person at high risk for getting an STD, some (but lower) risk, or no risk. Ask them to make three piles on the desk or table in front of them. Tell them that they will have 10 minutes to complete the activity. (12 minutes)

Note to the Teacher: *As students are working, post the "High Risk, Low Risk, No Risk" signs to the board with at least 2 – 3 feet between each for easy reading.*

STEP 5: Once ten minutes have passed, ask one of the groups to bring their answers up and tape them to the board beneath each of the signs you have posted using the prepared masking tape. Go through the responses using the Answer Key as a guide making corrections as necessary.

Once you have been through all the answers, say, "A key point about STDs and your risk for them is that one person has to have an STD in order to give it to someone else. None of these behaviors, including the high risk behaviors, can spontaneously create an STD. They are caused by bacteria, they are caused by viruses, they are caused by parasites or bugs.

Protecting Your Health: Understanding and Preventing STDs

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

This means that just as you can be exposed to them by someone who has one, you can take specific steps to lower or eliminate your chances of getting one.”

Answer any questions they may have about the activity. Describe the homework, which is a worksheet specifically on HIV and AIDS, which needs to be completed using the internet and handed in at the next class. (15 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Student participation in the two small group activities will enable the teacher to measure whether the learning objectives have been achieved. The small groups increase the chance of participation by all members, and going over the answers in front of the whole class will reinforce the content.

HOMEWORK:

Ask students to complete the HIV and AIDS worksheet, the answers to which can be found on the website listed on the assignment. An answer key is provided for the teacher.

(Note: Activities in this lesson inspired by Gareth Cheesman <http://www.sharemylesson.com/teaching-resource/sti-clue-activity-6111340/> and Positive Images: A New Approach to Contraceptive Education by Peggy Brick and Carolyn Cooperman, Planned Parenthood of Greater Northern New Jersey, Inc.)

Clue Worksheet #1: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be cured easily.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or "bug."
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #2: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms don't provide really good protection, only some protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You can be detected by a blood test.
6. You can be transmitted through oral sex.
7. You can be transmitted via skin-to-skin contact.
8. You cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or "bug."
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #3: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms don't provide really good protection, only some protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You can be transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or "bug."
10. You do have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #4: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be cured easily.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #5: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or "bug."
10. You do have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #6: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You can be detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or "bug."
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #7: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms do not offer any protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

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SYPHILIS

GENITAL HERPES

Clue Worksheet #8: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are detected by a blood test.
6. You can be transmitted through oral sex.
7. You are transmitted via skin-to-skin contact.
8. You cause a sore within two weeks to three months of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #9: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are caused by a parasite or a “bug”.
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #1: Chlamydia

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be cured easily.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or "bug."
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #2: Genital Herpes

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms don't provide really good protection, only some protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You can be detected by a blood test.
6. You can be transmitted through oral sex.
7. You can be transmitted via skin-to-skin contact.
8. You cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or "bug."
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key
Clue Worksheet #3: Human Papillomavirus (HPV)

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms don't provide really good protection, only some protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You can be transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or "bug."
10. You do have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #4: Gonorrhea

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be cured easily.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #5: Hepatitis B

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #6: HIV/AIDS

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You can be detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #7: Scabies / Pubic Lice

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms do not offer any protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #8: Syphilis

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are detected by a blood test.
6. You can be transmitted through oral sex.
7. You are transmitted via skin-to-skin contact.
8. You cause a sore within two weeks to three months of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #9: Trichomoniasis

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are caused by a parasite or a “bug”.
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

STD CLUE #1

Are you spread through sexual contact, including vaginal sex, anal sex, and oral sex?

You could be...

CHLAMYDIA
GENITAL HERPES
HUMAN PAPILLOMAVIRUS (HPV)
GONORRHEA
HEPATITIS B
HIV/AIDS
SCABIES
PUBIC LICE
SYPHILIS
TRICHOMONIASIS

STD CLUE #2

Can you be **CURED** easily?

You could be...

CHLAMYDIA
GONORRHEA
SYPHILIS
SCABIES
PUBIC LICE
TRICHOMONIASIS

STD CLUE #3

Can you be **TREATED**, but **NOT** cured?

You could be...

GENITAL HERPES
HUMAN PAPILLOMAVIRUS (HPV)
HEPATITIS B
HIV/AIDS

STD CLUE #4

**Does a condom offer really
good protection against you?**

You could be....

CHLAMYDIA
GONORRHEA
HEPATITIS B
SYPHILIS
HIV
TRICHOMONIASIS

STD CLUE #5

Are you **one of the MOST COMMON STDs** among adolescents in the US? If so, you could be...

CHLAMYDIA
HUMAN PAPILLOMAVIRUS (HPV)
GONORRHEA
GENITAL HERPES
TRICHOMONIASIS

STD CLUE #6

Can you be transmitted through ORAL SEX?

You could be...

CHLAMYDIA
GONORRHEA
SYPHILIS
HPV
GENITAL HERPES
HIV
HEPATITIS B
TRICHOMONIASIS
PUBIC LICE
SCABIES

STD CLUE #7

Can you be transmitted via
SKIN-TO-SKIN CONTACT?

You could be...

GENITAL HERPES

HPV

SYPHILIS

TRICHOMONIASIS

PUBIC LICE

SCABIES

STD CLUE #8

**Do you cause a sore or outbreak of sores
within two weeks of having it?**

You could be...

**GENITAL HERPES
SYPHILIS**

STD CLUE #9

Are you CAUSED BY A PARASITE or “bug?”

You could be...

TRICHOMONIASIS

SCABIES

PUBIC LICE

STD CLUE #10

Do you have a *VACCINE*?

You could be...

HPV
HEPATITIS B

STD CLUE #11

Can you be detected by a BLOOD TEST?

You could be...

HERPES
HEPATITIS B
HIV/AIDS
SYPHILIS

HOW HIGH IS THE RISK FOR STDs? ANSWER KEY

HIGH RISK FOR STDs	LOW RISK FOR STDs	NO RISK FOR STDs
Unprotected vaginal sex	Deep (“tongue”) kissing	Bathing together
Unprotected anal sex	Vaginal sex using an external or internal condom correctly	Kissing on the lips
Unprotected oral sex	Anal sex using a condom correctly	Mutual masturbation
	Oral sex using a latex barrier or cut-open condom correctly	Solo masturbation
		Holding hands
		Abstaining from sexual activity

HIGH RISK FOR STDs

Unprotected oral, vaginal and anal intercourse are high risk behaviors for transmitting STDs. “Unprotected” means not using a latex barrier, such as a condom.

LOW RISK FOR STDs

Just as the key to the high risk behaviors was “unprotected,” the key word for low risk behaviors is “correctly.” These behaviors are only low-risk if condoms or other barriers are used consistently and correctly – which means every time two people are sexual together, from the beginning of the sex act to the end. As soon as body parts come into contact with each other, and/or mouths come into contact with body parts, STD transmission is possible.

The level of risk also depends on the STD. For example, deep or “tongue” kissing is high risk for herpes, but not for HIV.

In addition, although using external and internal condoms and latex barriers significantly reduce the risk of STD transmission, they don’t protect partners completely. While semen and vaginal fluids are blocked by the condom, they do not cover bodies completely. When bodies rub against each other, they can also cause microscopic openings in the skin, which are small enough for some viruses to pass through in order to transmit an STD.

NO RISK FOR STDs

Aside from continuous abstinence – meaning, not having oral, anal or vaginal sex with another person for a period of time – very few shared sexual behaviors carry no risk for STDs. The activities here are more related to intimacy – with the exception of masturbation and mutual masturbation. These behaviors are important because they can help people learn about their bodies and build connection between people without any risk of STDs (or pregnancy).

Homework: HIV and AIDS

Name: _____ Date: _____

Instructions: There are some unique aspects of HIV and AIDS that are different from other STDs. Completed the questions below by going to <http://teens.webmd.com/hiv-aids-and-teens-faq>.

1. What does HIV cause?
2. HIV weakens which system in the human body?
3. That means it's harder for people with HIV to fight off certain _____.
4. Which three body fluids do NOT transmit HIV?
5. Can you get HIV from someone sneezing on you?
6. You can't tell whether someone has HIV just by looking at them. How can people know for sure whether they have HIV?
7. If someone doesn't know where to go get tested, what number can they call that's both free and confidential (no one will know they called)?

**LOWER RISK
for STDs**

(CUT HERE)

**HIGH RISK
for STDs**

**NO RISK
for STDs**

(CUT HERE)

**Unprotected
vaginal sex**

**Deep
Kissing
("tongue")**

(CUT HERE)

**Bathing
together**

**Unprotected
anal sex**

(CUT HERE)

**Vaginal sex using
an external or
internal condom
correctly**

**Kissing on
the lips**

(CUT HERE)

**Unprotected
oral sex**

Mutual masturbation

(CUT HERE)

**Anal sex using
a condom
correctly**

Solo masturbation

(CUT HERE)

**Oral sex using
a latex barrier
or condom
correctly**

Holdings hands

(CUT HERE)

**Abstaining
from sexual
activity**

I Am Who I Am

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

ID.8.CC.1 – Differentiate between gender identity, gender expression and sexual orientation.

ID.8.IC.1 – Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

TARGET GRADE: Grade 7
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with PowerPoint on it
- PowerPoint presentation titled: "Understanding Gender Identity and Sexual Orientation"
- Regular letter-sized envelopes, one per student
- 8 ½ x 11 sheets of blank paper, one per student
- LCD Projector and screen
- Myth/Fact Quiz – one per student
- Myth/Fact Answer Key – one copy for the teacher
- Homework: "Fix This" – one per student
- Whiteboard
- White board markers
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms sexual orientation, gender identity and gender expression. [Knowledge]
2. Describe how each term is different from the others. [Knowledge]
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender. [Knowledge]
4. List at least two respectful ways of communicating with or about LGBTQ individuals. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Begin the class by explaining that you are going to be talking today about identity. Say, "Identity has to do with who we are – I am a teacher; that's part of my identity. Because we are talking about human sexuality, our class is going to be looking at parts of our sexual identity, including our sexual orientation and our gender identity."
(2 minutes)

STEP 2: Distribute a piece of paper and envelope to each student. Tell them that they are going to be asked to write down two things on their sheet of paper, without putting their name on it.

Ask them to write down what they've heard about what the term "sexual orientation" means. Tell them that if they haven't heard anything, they should just try to guess what it means.

After about 4 minutes, ask them to write down what they have heard about the term "gender identity." Again, tell them that if they haven't heard anything, they should just try to guess what it means.

I Am Who I Am

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Once they are done, ask them to fold their sheet of paper into thirds (you may need to model this for them), put it in their envelope and seal their envelope. Tell them not to open it until they're asked to. (8 minutes)

STEP 3: Go through the PowerPoint, "Understanding Gender Identity and Sexual Orientation." (12 minutes)

Note to the Teacher: This PowerPoint provides very basic information, so you may wish to allow additional time for questions. If these topics are newer or less familiar for you, you may wish to use your anonymous question box throughout class so you can look up any answers you don't know and provide them during the next class.

STEP 4: Say, "Now that you've gotten a bit of an overview, let's see what you remember – as well as what else you know – about these topics." Distribute the worksheet, "Myth vs. Fact: Gender Identity and Sexual Orientation" to each student. Instruct them to complete all the questions on their own without asking for any help. After a few minutes (or when all the students have finished), ask them to turn to a student sitting near them so the two can compare their answers. Tell them that they do not have to agree, but that they can feel free to change any of their answers as they wish. (12 minutes)

STEP 5: Using the "Myth v. Fact Answer Key", go through the answers with the students, ask for volunteers to read each statement and provide their answer. As you go through these, ask whether there was any disagreement on the various questions and whether they ended up changing their answers, and why. (12 minutes)

Note to the Teacher: This is another place where using the anonymous question box may be useful, as students may have more questions than class time will allow you to answer in the moment.

STEP 6: Ask the students to think about all of the terms and examples you have just gone through, and to open their own envelope. Ask the class, "How many of you wrote down something about sexual orientation or gender identity that was correct?" After students have raised their hands, ask, "How many of you wrote down something that ended up to be incorrect, but that you now know the correct information about?" After students have raised their hands, praise their work and distribute the homework assignment. (4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Each of the in-class activities is intended to provide and reinforce the content taught, including the differentiation between the terms. The last activity in which students check their own perceptions of sexual orientation and gender identity from the beginning of class will help the teacher determine whether the objectives have been achieved. The homework assignment is designed to achieve the fourth learning objective.

HOMEWORK:

Students will view a brief video clip online and complete a worksheet relating to what they saw.

Myth vs. Fact: Gender Identity and Sexual Orientation

Quiz

Name: _____

Date: _____

Instructions: Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.

MYTH

FACT

2. People can choose their gender identity.

MYTH

FACT

3. People can choose their gender expression.

MYTH

FACT

4. You can usually tell a person's sexual orientation just by looking at them.

MYTH

FACT

5. A girl who is really athletic is either a lesbian or transgender.

MYTH

FACT

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.

MYTH

FACT

Myth vs. Fact: Gender Identity and Sexual Orientation

Answer Key

Instructions: Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.

MYTH FACT

Sexual orientation has to do with the gender(s) of the people we're attracted to, physically and romantically. We don't choose our feelings just like we don't choose who we find attractive. What we CAN choose is whether to act on those feelings, as well as what we call ourselves based on those feelings (our identity).

2. People can choose their gender identity.

MYTH FACT

Just like sexual orientation, a person doesn't choose to feel male, female or a combination of both. What we CAN choose is what we call ourselves, even if it doesn't match our physical body (male, female, transgender, etc.).

3. People can choose their gender expression.

MYTH FACT

A person can choose to let people know their gender in whatever way feels comfortable or right to them. That includes girls who wear dresses and are stereotypically "feminine," and girls who wear jeans and t-shirts and work boots and present as more stereotypically "masculine." There are lots of ways to express ourselves, and that includes how we express our gender. No one has the right to tell us how we do this is right or wrong, it just has to be right to us.

4. You can usually tell a person's sexual orientation just by looking at them.

MYTH FACT

Some people will stereotype another person based on their gender expression. Based on what they see, they will think they know that person's sexual orientation. For example, they will see a masculine guy and assume he is heterosexual. He may be, but he may not be. And while some people do fulfill stereotypes – that guy may very well be heterosexual – it does not mean, for example, that all masculine guys or all feminine girls are heterosexual. Sexual orientation has to do with who a person is attracted to; gender expression is separate from that.

5. A girl who is really athletic is either a lesbian or transgender.

MYTH

FACT

This is another example of stereotyping. Athleticism is a talent and a skill that a person of any gender can have. Some people who are athletic are heterosexual, some are lesbian or gay, and some are bisexual; similarly, some are female, some are male and some are transgender.

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.

MYTH

FACT

Some people find the idea of being transgender easier to understand when what they see matches what they are being told. For example, when Caitlyn Jenner, who was assigned male at birth, announced she was transgender, many people struggled with understanding this because Bruce Jenner was a very masculine Olympic champion. Once she transitioned and looked like a woman, many people saw the connection. Another good example is Laverne Cox, who is a transgender actress. She is often accepted because she “looks feminine.”

At the same time, however, it’s important to remember that the outside doesn’t always have to match the inside. Even before Caitlyn, for example, started altering her appearance, when she was still known as Bruce, she felt on the inside that she was a woman. We can look one way, and feel totally different. How we feel on the inside – our identity – always takes priority over what is on the outside.

Blue is for Boys, Pink is for Girls... Or Are They?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

ID.8.INF.1 – Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.

TARGET GRADE: Grade 7
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- LCD projector and screen
- PowerPoint: "Boys or Girls"
- Homework: "Tia and Martin," one per student
- White board and markers
- Pencils in case students do not have their own.
- Blank paper in case students do not have their own - one per student

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two stereotypes associated with why many people value the gender binary of "boys" and "girls."
[Knowledge]
2. Analyze at least two sources of gendered messages and expectations that exist within their culture. [Knowledge, Skill]
3. Describe at least one connection between gender expectations and discomfort around non-heterosexual orientations.
[Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Tell the students, "We're going to be talking today about gender – how we understand our maleness, our femaleness or a combination of that – who we are and how we express that to others. Let's start with a quiz. I'm going to show you a series of pictures, and I'd like you to tell me whether, stereotypically, what you see is made for boys or girls. Now, notice I said 'stereotypically.' So I'm asking you to think of which gender comes to your mind first when you see these."

On the white board, write the word "Boys" with an underline; about 3 feet to the right, write, "Girls" with an underline. As the students react to the PowerPoint, you will record their responses on this list.

Begin to show the PowerPoint, titled, "Boys Or Girls." At each slide, pause and ask the class whether they feel each of the images has to do more with boys or girls. As they assign a gender or genders to a particular image, record the name of the image under the appropriate header you wrote on the board (such as writing "truck" under "boys").

Once you have gone through slide 12, ask the students to look at what's listed on the board. Ask, "How did you know whether to name a

Blue is for Boys, Pink is for Girls... Or Are They?

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

particular thing as a 'girl' thing or a 'boy' thing?" You will likely hear things like, "that's just the way things are," or "I know what I like and chose that way." (10 minutes)

STEP 2: Tell the class that you are going to ask them to come up with examples of messages they have received about gender so far in their lives. Explain that these messages don't necessarily need to be about their own gender, but they have to be about gender.

Provide an example from your own life growing up – or, if you do not wish to disclose, you may say, "Sometimes, when there is more than one gender of child growing up in a family, they will be treated differently because of their parents' or caregivers' feelings about gender. For example, a boy in a family is allowed to stay out later with friends or have more independence than his sister, regardless of their ages. For this activity, using that case, I would write down 'it's more okay for boys to stay out late than it is for girls,' as well as "parents/ caregivers" as the source of that message."

Break the class into pairs and distribute the blank paper. Then ask them to write down at least 5 messages as well as the source or sources of those messages. Tell them they have about 5 minutes in which to do this. (8 minutes)

STEP 3: After about 5 minutes, ask students to provide some of their responses. Write several of the messages on the board, and next to them, the source(s) of those messages. Ask other students whether they came up with similar messages, and add check marks to show common experiences.

As students identify their sources of messages, feel free to ask whether other parts of the culture provide messages about gender, too. For example, if no one mentions religious institutions, ask whether they can think of any examples. If they can't, ask whether anyone is Catholic, and then whether women can be priests. If the media is not mentioned, ask what kinds of gender images they notice on tv, in movies and in music videos.

Although each class may come up with different examples based on individual students' life experiences, some examples you may hear or probe for include but are not limited to:

MESSAGE	SOURCE(S)
• In male-female relationships, the guy should be the one to ask the girl out.	Parents, media
• Boys are supposed to be tough and not show emotion	Family, friends, media
• Boys are supposed to always want to have sex, and girls are supposed to not want to have sex and fight them off.	Family, culture, media, religious groups

(10 minutes)

Blue is for Boys, Pink is for Girls... Or Are They?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 4: Continue the PowerPoint to slide 13. As you click through the slides, pausing briefly on each one, say, “We talked earlier about certain things that people often associate with a particular gender. These pictures show some examples of people breaking those stereotypes. As you look at them, I’d like you to think about what your reaction is. How does seeing these make you feel?”

After the last slide, ask the students for reactions. Be sure to notice any audible reactions you heard about the pictures; if there was a particularly strong reaction to any, return to that picture and ask about it.

Go back to the “Boys” and “Girls” list you generated earlier in the lesson that should still be up on the board. Go through the “Boys” list one by one and ask whether each is something girls could do. Put a check mark by the ones the class feels girls can do as well.

Then go to the “Girls” list. Go through each one and ask whether each is something boys could do. Put a check mark by the ones the class feels boys can do as well.

Compare the two lists; ask them what they notice. While every discussion will be different, more often than not, there will be more things on the boys list that are checked off as also being what girls can do, than there will be on the girls list that boys can do.

Notice this for the students, and ask them why. Ask, “If a girl does any of the things on the boys list, what are the consequences for her?” Most of these consequences identified will be positive – such as, “boys are funny – if girls are funny, they’ll have more friends.” Some may be negative – such as, “boys are smart – if girls are too smart, they won’t get a boyfriend because boys don’t want to be made to feel dumb.”

Once you discuss the girls list, and ask, “If a boy does any of the things on the girls list, what are the consequences for him?” you will hear things like, “he’ll be called a punk?” “people might think he’s gay,” etc. After each reaction, ask, “Why do you think that is? Why is it that people are impressed by a girl who’s a good athlete, but wonder whether a boy who’s a strong ballet dancer is gay?”

Allow the students some time to wrestle with these concepts, both among themselves and with you. Say, “We’ve been talking during class about messages boys and girls get – but as many of you know, there are also people who don’t identify as boys or girls, but rather as transgender or gender queer. The means that even if they were called a boy or a girl at birth and may have body parts that are typically associated with being a boy or a girl, on the inside, they feel differently.

Think, for a moment, about the experience of hearing these gendered messages and feeling like you were a different gender? If you felt on the inside like you were a girl, but everyone perceived you as a boy and pushed you to be really masculine; or you felt on the inside that you were a boy and people pushed you to be more feminine. What do you think that would be like?” (20 minutes)

Note to the Teacher: *If you have a student in class who is openly trans, this could be a wonderful opportunity for that student to share first-hand experience of how they have been responding to gender messages. If you ask this student to speak to their experience, be sure to talk with them ahead of class, don’t put them on the spot without asking for their permission first.*

Blue is For Boys, Pink is for Girls... Or Are They?"

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

STEP 5: Say, "We've talked about some really complicated issues today! Keep thinking about this stuff as you go through your own lives. The most important thing to keep in mind is that every person has a right to express their gender as it makes most sense to them. No one has the right to make fun of someone else for how they express their gender." Distribute the homework assignment and ask them to complete and return it during the next class. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The large group brainstorm and paired activity will achieve the first two learning objectives. The discussion that follows, as well as the homework assignment will reinforce the first two objectives and also address the third one.

HOMEWORK:

Have students complete the worksheet, "Martin and Tia," which provides two versions of the same story in which gender roles are flipped in each and asks students to react to them.

Homework: Martin and Tia

Name: _____ Date: _____

Instructions: Read the following story about Martin and Tia. You will see there are two versions of the story; please read both, and then respond to the questions at the end.

VERSION ONE:

Martin and Tia go to the same school. One of Tia's friends tells her that she heard from her boyfriend's best friend that Martin likes Tia. Tia likes Martin, too, but would never say anything. She asks her friend to tell her boyfriend to say something to Martin, and that if Martin asked her out she'd say yes.

Martin hears from his friend that Tia is interested in him. He finds her outside of school at the end of the day and asks her if she wants to hang out during the coming weekend, and Tia says yes. When he asks her what she'd want to do, Tia says, "I don't know, whatever you want."

Martin picks out a movie he's been wanting to see – the new Avengers movie. He texts Tia to meet him at the movie theater. When she gets there, he's already bought the tickets, then holds the door open for her. Tia is really not interested in seeing the Avengers movie, but goes along with it because Martin has already bought the tickets. He buys them both popcorn, and when they sit down in the theater and the lights go down, Martin puts his arm around Tia. Tia really wants Martin to kiss her, but doesn't say anything.

VERSION TWO:

Martin and Tia go to the same school. One of Martin's friends tells him that he heard from his girlfriend's best friend that Tia likes Martin. Martin likes Tia, too, but would never say anything. He asks his friend to tell his girlfriend to say something to Tia, and that if Tia asked him out he'd say yes.

Tia hears from her friend that Martin is interested in her. She finds him outside of school at the end of the day and asks him if he wants to hang out during the coming weekend, and Martin says yes. When she asks him what he'd want to do, Martin says, "I don't know, whatever you want."

Tia picks out a movie she's been wanting to see – a love story that all her friends have said will make her bawl like a baby. She texts Martin to meet her at the movie theater. When he gets there, she's already bought the tickets, then holds the door open for him. Martin is really not interested in seeing a romantic movie, but goes along with it because Tia has already bought the tickets. She buys them both popcorn, and when they sit down in the theater and the lights go down, Tia puts her arm around Martin. Martin really wants Tia to kiss him, but doesn't say anything.

QUESTIONS:

1. Which of the versions feels more familiar or realistic? _____

2. Could version two ever happen in a relationship between a guy and a girl? Why or why not?

3. If you were to create your own version of this story, how would you combine the two?
What would you change or keep?

Making SMART Choices

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PD.8.DM.1 – Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make.

PR.8.DM.1 – Apply a decision-making model to various sexual health decisions.

TARGET GRADE: Grade 7
Lesson 8

TIME: 50 Minutes

MATERIALS NEEDED:

- Markers for white board or flipchart paper
- Flipchart paper if no white board available
- Masking tape
- Handout: “Making SMART Choices (Teacher’s Guide)” – one copy for the teacher
- Handout: “Making SMART Choices (Student Handout)” – one per student
- Handouts: Making SMART Choices Scenarios 1-3, one per groups of 3 students
- Homework: Three assignments – one of each per student:
 - i. “Everything’s Different, Nothing’s Changed” Student Questionnaire
 - ii. “Everything’s Different, Nothing’s Changed” Parent/ Caregiver Questionnaire
 - iii. Three-question homework reflection sheet

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Demonstrate an understanding of using a decision-making model to determine whether they want to be in a sexual relationship. [Knowledge, Skill]
2. Demonstrate their understanding of how to apply the SMART decision-making model to real-life situations. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Sometimes, just launching into a story can get your students’ attention. Walk to the front of the room and begin the class by saying the following:

“Let’s say you were in the cafeteria here at school and you saw two students who clearly didn’t like each other. They start out giving each other looks as they get their food and go to sit down; then one makes a comment a little too loudly about the other. That student gets up, walks over to the first student and asks, also loudly, ‘are you talking to ME?’ The first student stands up and says, ‘Sure am – what are you going to do about it?’”

On the board/flipchart paper in front of the room, write “What can you do?” Ask the students, “What are ALL the different things you can POSSIBLY do in this situation? Don’t worry if they sound unrealistic or might not be what YOU would do. Just tell me what all the possible options are here.”

Record the responses on the white board or newsprint. Possible responses may include:

- Leave the cafeteria
- Run and get an adult
- Stand between the two students and tell them both to calm down

Making SMART Choices

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- Jump up and chant, “Fight! Fight! Fight!”
- Join in with the student you agree with and stand next to that person
- Try to calm everyone down by making a joke, like, “Hey, you’re being so loud, I can’t concentrate on my tater tots over here!”
- Grab your phone and start filming

Note to the Teacher: *Feel free to contribute any of the responses listed above if the class does not come up with them and ask whether they feel they should be added to the list.*

Explain to the students, “Clearly, there are things people need to think about before making a decision. We are now going to talk about a model that can guide us in making difficult decisions. And for the rest of the class, we’re going to be talking about how we can use it to decide about whether to be in a sexual relationship with another person.” (7 minutes)

STEP 2: Distribute the student handout, “Making SMART Choices Model” to students. Writing each letter and word/phrase on the board or flipchart paper as you go along, go through the model with the students using the teacher’s guide as a resource. Answer any questions the students may have about the model.

Say, “We’re now going to put the SMART Model into practice. Let’s take the scenario we just talked about. Just to remind you, the scene is: you are in the cafeteria here at school and you see two students who clearly don’t like each other. They start out giving each other looks as they get their food and go to sit down; then one makes a comment a little too loudly about the other. That student gets up, walks over to the first student and asks, also loudly, ‘are you talking to ME?’ The first student stands up and says, ‘Sure am – what are you going to do about it?’”

Let’s go through the model together. First, we need to stop for a minute because this is a big decision to make. Second, you want to make a list of all your possible options – we just did that at the beginning of class. Now comes the fun part: Analyzing your options.”

Ask the class to review the list of options on the board and help you to delete the options that are less realistic or are not allowed because you’re in school. Work with the students to get down to one, and circle it on the board.

Say, “So we analyzed our options, and with this one that I circled, we reached a decision – which is the next letter in the model. The last letter, the T, really comes after you’ve made your decision. You need to check in from time to time about what you felt was a good decision, what you felt maybe wasn’t the best decision for you, and determine what, if anything, you want to do differently moving forward.” (15 minutes)

STEP 3: Tell them that they are now going to practice using the model themselves – but this time, they’re going to look at a situation that has to do with sex. Break students into groups of three. Provide each triad with a scenario for which they are to put themselves in the position of a person who wishes to wait to have sex and is faced with the decision to either wait or to have sex.

Note to the Teacher: *More than one pair will have the same scenario. The number of students in the class will determine how many copies of the scenarios are necessary.*

Making SMART Choices

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Instruct the students to walk through the Making SMART Choices Model as if they were the character in the scenario, and make the decision based on this process. Tell them they will have about 10 minutes in which to do this work. Walk around the room while they are working to see whether there are any questions and to provide guidance. (13 minutes)

STEP 4: After about ten minutes, ask for a few groups to volunteer to walk through what they came up with. After each group presents their model, ask for the rest of the class to give feedback on what they thought was particularly effective and what, if anything, they'd propose changing about it. (10 minutes)

STEP 5: Ask, "Do you think it's any easier for people your age to make decisions about sex and sexuality than it was for your parents/caregivers?" After a few responses, explain that they have a homework assignment where they are going to ask a parent/caregiver about their experiences growing up. Distribute the homework assignment, go through it briefly and ask them to bring only the last page with the three questions to their next class to hand in. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Teacher observation during the full-class discussion will be combined with the small group worksheet to determine whether the learning objectives have been met.

HOMEWORK:

"Everything's Different, Nothing's Changed" – worksheets that the student and a parent/caregiver are to complete and then discuss together. The student is then to complete a reaction worksheet to be handed in during the next class.

Adapted with permission from a lesson in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.

The MAKING SMART CHOICES Model

Student Handout

Whenever we have a decision to make, we need to think before we act if we want to make a SMART decision. But how do we go about doing this? In this model, each letter in the word “SMART” stands for one step toward making smart decisions.

S – SLOW DOWN

You have the right to take as much time as you need to make a good decision that is right for you.

M – MAKE A LIST OF YOUR OPTIONS

Looking at every possible choice will help you know that you’ve really thought everything through.

A – ANALYZE YOUR CHOICES

Be honest with yourself and think about the pros and cons of each option. Make sure to weigh your options because not all will have equal value.

R – REACH A DECISION

Pick the best choice and consider what’ll help you STICK to your decision.

T – THINK AND EVALUATE

Depending on the choice you make, you may need to check in from time to time and see how things are going.

*From Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex:
A Curriculum for Young People. Rochester, NY: Metrix Marketing.*

The MAKING SMART CHOICES Model

Teacher's Guide

Whenever we have a decision to make, we need to think before we act if we want to make a SMART decision. But how do we go about doing this? In this model, each letter in the word "SMART" stands for one step toward making smart decisions.

S – SLOW DOWN

The LEAST effective way to make a decision is in the moment, before thinking about it first! You need to look at all the things that are going on – who might be involved? Who's definitely not? You have the right to take as much time as you need to make sure you are making a good decision.

M – MAKE A LIST OF YOUR OPTIONS

Looking at every possible choice you can make – even the silly ones, even the irresponsible ones – will help you know that you've really thought everything through. Talk about your options with people in your life who you know well and trust. And once you've made up your list you're ready for the next step.

A – ANALYZE YOUR CHOICES

This means thinking about the pros and cons of each, weighing your options and being honest with yourself. If your choice will lead to healthy behaviors, is consistent with your values, and will help you meet your future goals, it's the SMART choice for YOU. Once you've figured this out, you're ready to for the next step.

R – REACH A DECISION

After analyzing all of your choices, pick the one that is the right decision for you. Think about your decision and make sure it feels like a healthy, smart choice for you. Okay, so now that you've made a SMART decision, you need to think about what you'll need to STICK to it. For example, if your decision is about waiting to have sex, who in your life can support you in this decision?

T – THINK AND EVALUATE

Depending on the choice you make, you may need to check in from time to time, see how things are going, and look at what may need to change in order to stick with – or alter – the decision you've made. Thinking about how you made your decision in the first place – even going through the beginning part of the SMART model again – can really help you stay true to what YOU think is best, not what you think your friends or your parnter want you to do.

From Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.

Making SMART Choices Scenario #1

Your boyfriend/girlfriend invites you and two other couples over on a night when their parents are out. You are all in one main room together, and each couple is kissing. At some point, you hear someone say, "I think we all need some more privacy," and soon both of the other couples disappear. Your boyfriend/girlfriend looks at you and says, "Now that we're alone, maybe we can finally take things to the next level."

Adapted with permission from a lesson in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.

Making SMART Choices Scenario #2

You are out with your boyfriend or girlfriend and your conversation moves to the topic of sex. Neither of you has ever had any kind of sex before and this is the first time you are talking about it. Your boyfriend or girlfriend says: "I really want to know what it feels like, don't you? What if we do it just once just to see what it feels like, and then we don't have to do it again if we don't want to?"

Adapted with permission from a lesson in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.

Making SMART Choices Scenario #3

You and your boyfriend or girlfriend have been together for six months. No one else you know has ever lasted that long in a relationship. You are both really in love and feel you were meant for each other. You agreed a few months ago that you were both too young to have sex and decided, together, to wait. There's a Valentine's Day dance at school and you plan to go together. That night, your boyfriend or girlfriend says, "Let's skip the dance. I know a place where we can go and be alone together."

Adapted with permission from a lesson in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.

STUDENT QUESTIONNAIRE

“Everything’s Different; Nothing’s Changed”

DIRECTIONS: Please answer the questions on this sheet using your own personal beliefs and ideas. Have your parent/caregiver fill out the other questionnaire. When you are both done, share your responses to the questions with each other. Note where you and your parent/caregiver agree and disagree. Also, notice what surprises you as you discuss your answers. After the interview, complete the reaction page with three questions.

How do you think the pressures to have sex are DIFFERENT today from when your parent(s)/caregiver(s) were your age?

In what ways do you think the pressures to have sex are THE SAME for teens today as they were for your parent(s)/caregiver(s) when they were growing up?

What are three things that people your age need or want most from your parent(s)/caregiver(s) when it comes to making healthy sexual decisions?

1.

2.

3.

PARENT/CAREGIVER QUESTIONNAIRE

“Everything’s Different; Nothing’s Changed”

DIRECTIONS: Answer the questions on this sheet using your own personal beliefs and ideas. Your child will fill out their sheet with the same questions. When you are both done, share your responses to the questions with each other. Note where you and your child agree and disagree. Also, notice what surprises you as you discuss your answers with your child. Be sure to talk about how it felt to be pressured when you were your child’s age.

When you were young, how did people your age make decisions about sex? Do you think the pressures to have sex are DIFFERENT today from when you were your child’s age? Were these pressures different depending upon your gender?

In what ways do you think the pressures to have sex are THE SAME for teens today as they were for you when you were growing up?

What are three suggestions you could make that you think would help your child make healthy sexual decisions?

1.

2.

3.

HOMEWORK

Name: _____ Date: _____

1. What, if anything, surprised you and your parent/caregiver about doing this assignment?

Me:

My parent/caregiver:

2. Were there more similarities in what you and your parent/caregiver wrote, or more differences? Provide at least two examples.

3. What is one thing you learned from doing this activity?

Let's Talk About Sex

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

SH.8.IC.1 – Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

PR.8.IC.2 – Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms.

TARGET GRADE: Grade 7
Lesson 9

TIME: 50 Minutes

MATERIALS NEEDED:

- Assertive Communication Worksheets 1-5 – one per every three students
- Homework: "Talking by Text: What Do You Mean?" – one per student
- Pencils in case students do not have their own.
- White board or flipchart pad
- White board or flipchart markers

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe three different types of communication people use. [Knowledge]
2. Demonstrate how to effectively use assertive communication in relationships. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask the students, "How many of you have mastered the skill of reading people's minds?" The students will likely look confused, and a few might raise their hands, realizing you are joking. Say, "Exactly. We can't read each others' minds so if we want to have good relationships with people, we need to learn how to communicate with them effectively. That includes family relationships, friendships and romantic relationships. Today, we're going to be focusing on communicating about sex and sexuality."

Ask, "What can sometimes make communicating about sex difficult?" Some possible responses might include:

- "I'm too embarrassed to talk about it."
- "I don't want to upset the other person by bringing something up."
- "I'm nervous if I bring something up they'll break up with me."
- "It's too much work – I just want to have a boy/girlfriend."
- "I don't want to pry – and I don't want them asking me things that might be none of their business."

Say, "While these are certainly all reasons why people are often unable to communicate in a relationship, no relationship can last

Let's Talk about Sex

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without communication. When it comes to communicating about sexual behaviors or relationships, there's also more at stake – because you're talking about avoiding STDs and/or pregnancy." (5 minutes)

STEP 2: Explain that HOW we express ourselves is just as important as WHAT we are trying to communicate. Say, "We can communicate aggressively, passively, or assertively." As you say this, write the words "Aggressive", "Passive" and "Assertive" on the board or flipchart. Say, "Being **AGGRESSIVE** is when someone tries to get what they want by bullying the other person into it.

Being **PASSIVE** is when a person is timid or unclear in expressing their needs – or when they won't speak up about what THEY want, but just go along with what the other person wants.

Being **ASSERTIVE** is when we say what we want or mean without being hurtful to the other person."

Ask, "What if someone asked you out and you weren't interested in that person. If you were **PASSIVE**, how might you react?"

Possible responses might include:

- "I'd probably say yes even though I didn't want to."
- "I'd say, 'Let me think about it – can I text you later?' and then never text them."

Ask, "Why isn't that an effective way of responding?"

Possible responses might include:

- "Because you'd end up doing something you don't want to do."
- "Because it's not fair to the other person."

Ask, "How would you respond to the same question if you were **AGGRESSIVE**?"

Possible responses might include:

- "Go out with you? Are you kidding? Loser!"
- "Um... no."

Ask, "Why isn't that an effective way of responding?"

Possible responses might include:

- "Because it's rude, and can make the other person feel bad"
- "Because it becomes all about what I want and relationships should be about what both people want."

Ask, "How would you respond to the same question if you were **ASSERTIVE**?"

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Possible responses might include:

- "I'm actually interested in someone else, but thanks."
- "I really like you as a friend – just not as more than that."

Ask, "Why is this an effective way of responding?"

Possible responses might include:

- "Because both people's needs count"
- "Because the person said what they meant, but didn't offend the other person"

Note to the Teacher: *It is possible that some students will insist that aggressive communication is the way to go, looking only at the result – which is getting what they want. If this happens, try to facilitate a discussion about this. Ask "If you can get what you want without hurting the other person, might it make more sense to do it that way? Why or why not?" You can also talk about situations where it can be appropriate to speak in a more aggressive tone, reinforcing any earlier lessons about bullying prevention.*

Say, "So, it's easy to define terms – what we are going to do now is practice actually communicating with a partner about sex." (8 minutes)

STEP 3: Break the class up into small groups of three (no more than four) per group. Ask them to decide who in the group is going to be the writer, and make sure that student has a pencil or pen. Hold up one of the worksheets and say, "I am going to give each group a sheet that has a statement made by a person to their boyfriend or girlfriend that has something to do with sex or sexuality. This person's name is 'Partner A.' You are 'Partner B.' Your job is to respond to Partner A in an ASSERTIVE (not aggressive, not passive) way. Partner B wants to stay in the relationship with Partner A."

When you get your sheets, talk among yourselves about what an effective, assertive response to the line would be that refuses the behavior. Once you have figured that line out, write it on the second line, marked Partner B. You only have about two minutes, so you need to work quickly. PLEASE DO NOT MOVE ON TO THE OTHER LINES!! Once everyone has written their line, I will give you further instructions. Please keep in mind that this activity needs to follow school rules – no violent dialogue, nothing inappropriate."

Answer any questions about the instructions, and then distribute the sheets, instructing students to wait until all the sheets have been distributed. Tell students to get started, and remind them that they only have two minutes in which to come up with a response. Walk around as they work, answering questions and reminding them not to move on. As you walk around, check some of the language to be sure they are on task and not writing anything silly or inappropriate.

After two minutes, have everyone stop writing. Ask each group to pass their sheet clockwise to the group next to them. Say, "Now that you've been Partner B, you're going to become Partner A. Read through the original type-written line, and what the group before you came up with as an assertive response. Then, as a group, come up with a new line for Partner A."

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Keep in mind that Partner A may really want to have sex or is strongly considering it. Once you've come up with what you feel is an effective line, write it down. You only have two more minutes for this. Please do NOT go beyond Partner A."

After a few minutes, stop the students and again ask them to pass their sheet clockwise to the group next to them. There, they will become Partner B again and have to come up with a response to Partner A that again assertively refuses the behavior. Continue the activity until all the sheets have been filled. Allow a little more time for each round so that students can read through the previous lines before writing their responses. Remind the students as necessary that their responses should be assertive, rather than passive or aggressive. Once the sheets have been filled, have them pass their sheets one more time. Then give the groups one minute to read their completed sheets within their small groups. (18 minutes)

STEP 4: Ask each group to select two volunteers who will come to the front of the room to read their dialogues. After each group has read their sheet, be sure to have the class applaud for each. Take a moment to ask the class how realistic a discussion they thought this was, and whether Partner B remained assertive throughout.

After all the groups have read their dialogues, process by asking the following questions:

- "What was it like to do that?"
- "Was there anything that surprised you in what you heard?"
- "What did you think of the ways in which partner A and partner B communicated? What are some specific examples you heard?"
- "What were some of the things you heard partner B say that you really liked, or thought would be particularly effective?"

Note to the Teacher: *In most cases, the two people students will select will be a boy and a girl – with the boy being Partner A. If this happens, point it out to the students:*

- "What did you notice about the pairs that came up to the front of the room?"

Ask the students whether anyone else assumed the partners were each a particular gender and why. Ask if they think it is realistic for a girl to put pressure on someone to have sex or for a boy to want to refuse it. Ask what they think these scenarios would look like in a same-sex relationship – what would they have expected had Partners A and B been two guys or two girls?

Note to the Teacher: *It is likely that two students of the same sex will come to the front of the room from time to time. If there are two boys, for example, one of them may act the way he perceives a girl would act so that there is a male and a female partner, even though the worksheets do not indicate any genders. This may produce some laughter from the class. If this were to happen, it would be important to point out the laughter and ask the class, "Did the acting portray an accurate picture of how a girl talks or acts?" Ask the class what they think the actors are trying to convey. In most cases, they will admit that they were trying to show a gay couple. If that is the case, ask, "What can happen when we stereotype people*

Let's Talk about Sex

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in this way?" and process responses. Don't be punitive! This can be a great opportunity for discussion if you show them you are open to exploring this, rather than acting as if someone is in trouble. (This scenario may also happen with two girls, one acting stereotypically like a boy, but this is less likely to cause a stir). (15 minutes)

STEP 5: Summarize the lesson by making the following points:

- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate, and accept the other person's needs.
- Compromise is a part of every relationship. This means that you give in sometimes, and the other person gives in at other times. But if one person is giving in more often than the other, it is an unequal, unhealthy relationship.
- It is important to stick to what you believe in and the decisions you make, even if they're different from what people around you are saying.
- No one should do anything sexual in a relationship that they do not feel 100% ready to do.

Explain that a lot of times people are communicating more by text than in person, so the homework assignment will be to look at some examples of people texting each other and see how effective they think they are. Distribute the homework sheets and ask them to complete them and bring them to the next class. (4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Going through the types of communication will achieve the first learning objective. The "Assertive Communication" worksheets are designed to achieve the second objective.

HOMEWORK:

Students should complete the "Talking By Text: What Do You Mean?" worksheet to apply the skills learned in class about assertive communication to communicating via text.

Assertive Communication Worksheet #1

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "I saw Sam and Kayla earlier. They said they've decided to have sex after all. I know you and I said we'd wait, but if they're going to do it, wouldn't it be okay for us to?"

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

Assertive Communication Worksheet #2

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "Why don't we just have oral sex? You can't get STDs from it."

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

Assertive Communication Worksheet #3

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "It's our first time having sex, we don't need to use condoms or birth control."

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

Assertive Communication Worksheet #4

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "If you're not willing to do it with me, then I'll just go find someone else who will."

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

Assertive Communication Worksheet #5

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "I don't want to use condoms when we have sex. It's like you're saying I'm dirty or something!"

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

HOMEWORK: Talking By Text: What Do You Mean?

Name: _____

Date: _____

Instructions: The following are examples of texts between two people. In the space provided, explain what you think Person Two means by their responses. What could they have texted that would have been clearer?

1. Person One: "Liked hanging w you last night"

Person Two: "Thx"

2. Person One: "Hey, I was just thinking about you!"

Person Two: "K"

3. Person One: "Are you mad at me?"

Person Two: "???"

4. Person One: "Wanna hang out later?"

Person Two: 🤪

Being the Change You Want to See in the World

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PS.8.SM.1 – Describe ways to treat others with dignity and respect.

PS.8.ADV.1 – Advocate for safe environments that encourage dignified and respectful treatment of everyone.

TARGET GRADE: Grade 7
Lesson 10

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Two signs, one that reads “Yes” and one that reads “No” (**Note to the Teacher:** *If you remain in the classroom and your white board is wide enough, you can also simply write “Yes” and “No” on each end of the board instead of using signs*)
- Index cards - one per student
- Masking tape
- Extra pencils in case students do not have their own
- Homework: “Advocating for Change” – one per student

ADVANCE PREPARATION:

- You will need to have space in your classroom for the students to move around. If you do not have that space, see if you can arrange to be in an unoccupied classroom, the gymnasium, or other larger space as available.
- Before the “Where Do You Stand?” activity, be sure to post the “Yes” and “No” signs on the wall with sufficient space between the two for students to be able to move around and a small group to be able to stand beneath each.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe their own experiences of being disrespected and the impact these experiences had on them. [Knowledge, Affect]
2. List at least two examples of ways in which people are treated respectfully or disrespectfully because of their gender and/or sexual orientation. [Knowledge]
3. Describe at least one situation in which a young person was discriminated against because of their gender or sexual orientation, and the steps they took to advocate for change that would end that discrimination. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Tell the students that you are going to be talking about respect in class today – particularly as it pertains to respecting people whose gender or sexual orientation may be different from yours. Remind the students about the differences between gender and sexual orientation. Refer students to the ground rules or classroom contract, especially around respecting each others' opinions, since you are going to be doing an activity in which they will be sharing theirs.

Being the Change You Want to See in the World

*A Lesson Plan from Rights, Respect,
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Ask the class to stand up. (If you need to leave the classroom, ask them to follow you into the open space you'll be in for the next activity.) Show them the signs "Yes" and "No." Tell them that you are going to be reading a number of statements, and if each applies to them they should go stand under the "Yes" sign. But if any do not, they should stand under the "No" sign. Give them an unrelated example to practice: "I have a dog," and ask them to stand under the appropriate sign.

Say, "I am going to read some statements that are going to ask you to share whether you've heard or experienced certain things – or even used language – that you may have known was wrong, but did it anyway. You may feel tempted to not be honest because of that. I'm going to ask you to be as honest as you feel you can be."

Read each of the following statements, reminding them to stand under "yes" if it applies to them and "no" if it does not. Once the students have moved, ask one or two students under each sign to give an example.

Note to the Teacher: *It is helpful to read each statement more than once to allow students to let what you have said sink in so they can think before responding.*

1. I often hear phrases like "that's so gay," or the word "gay" used in a negative way at school.
2. I often hear terms like "faggot" and "dyke" used by my friends.
3. When people say "that's so gay" or "no homo," I don't think they mean it as an insult against actual gay or lesbian people.
4. I have heard people use the word "girl" (e.g. you run like a girl) as an insult.
5. I have personally had expressions like "that's so gay" or "dyke" said to or at me or to my close friends.
6. I have heard students say negative things about transgender people.
7. Expressions like "that's so gay" and "dyke" are never okay to use.
8. It would be impossible to get kids at my school to reduce or stop using terms like "that's so gay" and "no homo."

Once you've gone through all the statements, ask the students to take their seats or return to your classroom if you have left the room. Process the activity by asking the following questions:

- What was it like to do that?
- What did you notice about people's responses?

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- Did anything surprise you about where people stood?
- Did any of the statements make anyone feel uncomfortable? Why? (22 minutes)

STEP 2: Distribute one index card to each student. Ask them to think about a time when they felt like they were not treated respectfully. Have any of them been treated poorly because of their race or ethnicity? Their religion? Their gender? The amount of money their family has as compared to what others have? Ask them to think about what was said or done, how it made them feel and what, if anything, they did about it.

Ask, “What is a word you would use to describe how you felt when you were disrespected?” Ask them to write that one word down on their index card. As they are writing, write “When I am disrespected, I feel...” on the board. As they complete the index cards, gather them up, shuffle them, and redistribute them to the class. Go around the room and ask each student to complete the phrase on the board with whatever word is written on their card. As students provide words, write them up on the board. If they don’t share them, or if only one or two students speak, feel free to add a few, saying, “I have heard people who have felt disrespected say they feel:”

- Sad
- Inferior
- Invisible
- Worthless
- Stupid
- Powerless
- Angry
- Resentful

Reflect with them on what they heard, and on what was repeated or left out. (5 minutes)

STEP 3: Say, “No matter what your experience, clearly, being disrespected is not a good thing. The good news, though, is that if there are ways we can make people feel disrespected, then there are ways to treat people that don’t hurt, and that do show respect. We’re going to take some time now to figure out what those are.”

Ask the students to brainstorm together what they think the school does well around students feeling safe and respected when it comes to gender and sexual orientation. What examples do they see in classrooms, offices, hallways, etc.? Responses may include the following:

- Classroom, cafeteria or office posters talking about respect
- The way the teachers respond when they or a student is being disrespected
- The consequences for not treating people with respect (e.g., detention)

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- Hearing students stick up for other people
- Assemblies or guest speakers who have come in to talk about respect for others

As students respond, write their ideas on the board. If they don't come up with any of these, ask the students how they feel about each. For example, "Has anyone ever seen a poster that says something about respect? Where?"

Once the list is up (it is okay if there is only one thing listed), say, "All schools can do better around respect. We talked earlier about what it feels like for LGBTQ students to hear such strong language of disrespect. What are some things you would want to see change here that would make students of all genders and sexual orientations feel safe and respected?"

Record responses on the board, then ask students to get into groups of 3. Ask them to write their names on the top of a sheet of paper. Then ask them to write down one of the ideas generated on the board that they'd like to see change or improve around students being treated/treating others with respect. Ask them to talk in a group about specific action steps that could be taken to make that change. Be sure they write down who would be involved. For example, would the principal have to make a new school rule around language? Would the student council need to do something? As they work, go around the room and check in to make sure they understand the assignment and are on the right track.

After about 8 minutes, have groups read what they would like to change and an idea they have for making that change. Ask whether other groups identified that same idea, and have them go next with ideas for making that change that the previous group(s) may not have mentioned. (18 minutes)

STEP 4: Say, "It's not always easy to make change, but it is possible. You all just came up with some simple steps that can be taken at school to make this the best school environment possible. In the seventh grade, you may not always be able to change how the school works – but we can take your ideas and pass them along to the principal, which I plan to do. In the meantime, you do have the power to look at the language you use, how you behave with others, and how others act. Whether you intervene in those situations is up to you to decide." (2 minutes)

STEP 5: Introduce the homework assignment. Explain that they will be given the choice of several brief videos to watch about students who were not treated with respect for issues relating to their gender or sexual orientation. Ask them to watch one of the videos and write brief responses to the questions provided. Distribute the homework response sheets with the links to the videos and probing questions. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The placement of students and explanations for why they stood where they did during the "Where Do Your Stand" activity will enable teachers to determine whether the second learning objective was achieved. The discussion that follows and brainstorm of the feelings that being disrespected engenders will enable teachers to determine whether the first and second learning objectives are met. The homework assignment is designed to meet the third learning objective.

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HOMEWORK:

“Advocating for Change” – a worksheet that provides three options of videos depicting young people working to make change in their schools or communities on an issue relating to gender or sexual orientation. Students need to watch one of the three video clips provided and respond to the questions that follow that link.

Note: The Where Do I Stand? Activity was adapted from the GLSEN Guide to Think B4 You Speak.

Homework: Advocating for Change

Name: _____ Date: _____

Instructions: Please choose ONE of the following video clips, which shows a young person speaking out about treating people with respect at school. Based on what you see in the video clip, please answer the questions that follow.

OPTION ONE:

16-year-old Malala Yousafzai, who was shot by the Taliban in her home country of Pakistan, addresses the United Nations.

<http://www.biography.com/people/malala-yousafzai-21362253#after-the-attack>

Questions:

Malala was shot by the Taliban because she had very strong beliefs. What were those beliefs?

What does she feel is key to promoting equal rights for girls and women around the world?

Why does she continue to fight for girls and women, when she knows it is dangerous for her to do so?

OPTION TWO:

14-year-old Hannah Faughnan sues her school district because they do not want a gay-straight alliance at her middle school.

<https://www.youtube.com/watch?v=rpY1eglpH0k>

Questions:

Why is the school board resisting the creation of the gay-straight alliance?

What did Hannah decide to do about it?

Is she working alone, or with others to try to make this happen? Why do you think she is doing it that way?

OPTION THREE:

15-year-old Gavin Grimm is transgender – assigned a girl at birth, but identifies as male. He has been fighting to be able to use the boys' restroom at school.

<http://wtkr.com/2015/07/27/judge-dismisses-part-of-transgender-teens-lawsuitl-has-not-ruled-yet-on-motion-for-injunction/>

Questions:

Why do you think Gavin feels so strongly about being able to use the boys' restroom?

What steps has he taken to make a change at his school?

What do you think should happen? Based on your thoughts, what should Gavin do in response? The school?

SEY

no

Being Smart, Staying Safe Online

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.GS.1 - Develop a plan to stay safe when using social media.

HR.8.SM.2 - Describe strategies to use social media safely, legally and respectfully.

TARGET GRADE: Grade 7
Lesson 11

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with internet access
- LCD projector and screen
- Take Three Student Handout – one per student
- Take Three Handout – Teacher Version
- Internet Traffic Light Student Handout – one per student
- Internet Traffic Light Handout – Teacher Version
- Safe Online Talk Teacher Backgrounder
- Half-size sheets of paper, three for every student
- Green, yellow, and red markers or colored pencils, one set for each group of four to five students
- Whiteboard and markers
- Speakers to project sound from videos

ADVANCE PREPARATION FOR LESSON:

- Download the Safety Video Vignettes: Safe Online Talk (<https://www.common sense media.org/educators/lesson/safe-online-talk-6-8>), preview the video, and be prepared to play it for the class
- Reach out to the school's IT person to make sure the above website is unblocked for use in class
- Review the "Take Three Handout – Teacher Version"
- Review the "Internet Traffic Light Handout – Teacher Version"
- Read the "Safe Online Talk – Teacher Backgrounder"

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe positive aspects of online talking and messaging. [Knowledge]
2. Identify examples of flirting and chatting that can be inappropriate or risky. [Knowledge]
3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask students to raise their hand if they have ever heard the saying, "Don't talk to strangers." Ask, "How might this 'rule' change when we communicate online?" Probe for the fact that while the Internet allows people to keep in touch or hang out with friends they already know offline, it also allows people who don't know each other to interact, debate, share, and collaborate. Explain that the Internet gives students a wide range of opportunities to connect with or learn

Being Smart, Staying Safe Online
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from people who may not be in their circle of close friends—whether through games, social network sites, blogs, instant messaging, forums, and so on. And while this can be great, connecting with people online occasionally can carry risks. Therefore, it is important to know how to deal with inappropriate situations if they arise. (3 minutes)

STEP 2: Distribute the Take Three Student Handout, and explain to students that they are going to watch a video of three teens sharing their experiences about connecting with people online. Ask students to pay attention to the positives and the negatives that each of the three teens mentions in the film. Play the video, “Perspectives on Chatting Safely Online” (<https://www.commonsemmedia.org/educators/lesson/safe-online-talk-6-8>). Once the video is over, ask the students to complete the Take Three Student Handout with a partner. Tell them they will have about 5 minutes in which to complete their sheets. As they are working, draw a table on the white board that looks like this, leaving enough space between the three young people’s names:

	Positives	Negatives
Randy (Social Networking)		
Aseal (Gaming)		
Renee (Texting/Video chatting)		

(10 minutes)

STEP 3: After about five minutes, ask students to share the positives and negatives that Randy, Aseal and Renee talk about in the video. Fill in the information on the board as it is contributed by the students.

Ask, “What advice did they share in the video that connected for you?” After a few responses, ask, “Would you add any advice of your own?”

Remind them of Renee talking about getting a “gut feeling” when she felt something was wrong online. Ask, “Have you ever had that kind of gut feeling, whether online or in real life? What does that feel like?” After a few students have responded say, “That gut feeling is there for a reason – it’s kind of like an internal warning system. If something doesn’t feel quite right, chances are it isn’t. So it’s important to pay attention and at least get out of the situation that’s making us feel that way to have the chance to think about what was making us feel that way and why.” (12 minutes)

STEP 4: Point out that Randy and Aseal used the word “harass” in the video to describe awkward or annoying interactions with strangers online. For example, Aseal says he was harassed when during a game someone he didn’t know said some mean things about him. Explain that online flirting can sometimes be a less obvious form of harassment.

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Ask, “How would you handle someone walking up to you on the street and making crude or sexual comments? (Students should respond that they would walk away, and call for help if they felt threatened.) Ask “How would you handle someone trying to flirt with you on the street?” (Students may respond that it depends on whether they know the person or not. They may also say it depends on whether the person is someone their own age or much older.)

Explain to students that the same kinds of situations can happen when they are online. Say, “Sometimes it’s obvious that what a person is saying online is wrong and even harmful. Other times people may flirt online, and so warning signs are not always so obvious.” Discuss with students how flirting is normal among middle school students. When flirting is done face to face, it might feel comfortable. However, it quickly can become uncomfortable online, even when it’s with other people that they may know. This is because people sometimes say things online to one another that they might not say if they were face to face.

Explain to students that when they are talking online with people they don’t know in person, flirting and other sexual talk is risky behavior. There are times when flirting can lead to an ongoing relationship with a stranger that seems deep and personal. But this is tricky, because some people online don’t actually have teens’ best interests in mind. If the person they’re communicating with online says anything inappropriate or sexual, and especially if that person is older than they are, students should stop talking right away and then tell a friend or trusted adult about it. (7 minutes)

STEP 5: Distribute the “Internet Traffic Light Student Handout.” Review the Internet Safety Tips on the handout with them aloud. Tell students to keep these rules in mind during the activity you are about to do.

Arrange students in groups of four or five. Distribute three sheets of paper for each student and one set of green, yellow, and red markers or pencils for each group. Follow the instructions on the “Internet Traffic Light Student Handout – Teacher Version” to guide students through the group activity and class discussion.

Process by using the following questions:

- What are some of the positive things and what are some of the negative things about connecting with people online? (Probe for: The Internet gives you the opportunity to connect with people your age that aren’t in your close friend group; with the Internet, you can work together with people in an online game or virtual world; dealing with online harassment can be a pitfall when connecting with strangers online.)
- In what online situations should you get a “gut feeling” that tells you that you may be at risk? (Probe for: When people you know only online flirt with you or talk about sex; when someone you don’t know wants you to send them a picture, to meet you alone, or asks you to keep your conversation a secret.)
- What are some rules for staying safe when talking and messaging online? (Don’t reply to any questions that make you uncomfortable; tell a friend or trusted adult when someone bothers you online; avoid flirting or using sexual language online, especially with people you and your friends do not know in person; never plan a face-to-face meeting with someone you met online without taking along a parent or guardian.)

(15 minutes)

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STEP 6: Explain the homework assignment, where they will take the most important points they learned from today's class relating to being safe online that they think other students at school need to know and create a poster representing them. Tell them they can work with another student if they wish, or on their own. Determine how long you want to give them and provide a due date for that. Speak with your school about posting the homework assignments in the hallway, or keeping them in your classroom but having students from other classes visit to see what your class did. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The processing of the video clips and the homework assignment will demonstrate to the teacher whether the first and second learning objectives have been achieved. The stop light activity will fulfill the third learning objective.

HOMEWORK:

Have students create "Stay Safe Online!" posters to teach other students about the pros and cons about online communication. Suggest they refer to their Internet Traffic Light Student Handout, and include one or more of the tips in their posters.

Note: This lesson originally appeared as "Safe Online Talk" in DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE by CommonSense Media, 2012, www.commonsense.org



Name(s)

Class

Date

Directions

When connecting with people online, the Internet opens up many opportunities. However, online communication also has its pitfalls. Fill out the chart below to show the positive and negative online experiences that Randy, Aseal, and Renee describe in the video.

Name	Opportunities (potential positives)	Pitfalls (potential negatives)
<p>Randy <i>Social network sites (Facebook)</i></p>		
<p>Aseal <i>Gaming</i></p>		
<p>Renee <i>Texting and video chatting (Skype)</i></p>		

**Directions**

When connecting with people online, the Internet opens up many opportunities. However, online communication also has its pitfalls. Fill out the chart below to show the positive and negative online experiences that Randy, Aseal, and Renee describe in the video.

Name	Opportunities (potential positives)	Pitfalls (potential negatives)
<p>Randy <i>Social network sites (Facebook)</i></p>	<ul style="list-style-type: none"> • Developing closer connections with classmates • Establishing connections to people you wouldn't have connected to otherwise 	<ul style="list-style-type: none"> • Dealing with random or suspicious friend requests • Dealing with obnoxious and persistent contact (for example, handling repeated friend requests from strangers) • Not knowing who people online really are, or how they might react during communication
<p>Aseal <i>Gaming</i></p>	<ul style="list-style-type: none"> • Hanging out with people you already know in an online setting • Interacting with new people from around the world • Developing a better understanding of other cultures from afar (Aseal says gaming helps him get "out of [his] social box" and "see" other places around the world. He talks to people from Qatar, England, and elsewhere) 	<ul style="list-style-type: none"> • Dealing with vulgar language and "trash talking" • Feeling harassed by people you don't really know
<p>Renee <i>Texting and video chatting (Skype)</i></p>	<ul style="list-style-type: none"> • Communicating more easily with friends when you aren't with them • Getting to know people better • Seeing what people's interests are 	<ul style="list-style-type: none"> • Receiving random friend requests • Connecting too easily with new people, without thinking twice • Engaging in conversations that may seem okay at first, but then become uncomfortable or awkward • Dealing with requests for private or personal information from people you don't know



Name(s)

Class

Date

Internet Safety Tips

If you develop a friendship with someone online, be sure to ask yourself the following questions:

- *Has this person asked me to keep any information secret?*
- *Has this person flirted with me, or asked me about anything sexual?*
- *Has this person asked me about anything private?*
- *Have I felt pressured by this person to do anything?*
- *Do I feel true to myself— sticking to my values — when I talk to this person?*

If someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself, end the conversation immediately. And never plan a face-to-face meeting with someone you met online without taking a parent or guardian along.

Directions

When people drive, they should know the rules of the road. Traffic lights tell them when it's safe to move forward, and when they need to stop.

1. Take three sheets of paper and draw a circle on each one. Color your circle “lights” green, yellow, and red.
2. With your group, read through each of the following stories. Use the Internet Traffic Light descriptions on the next page to help you decide whether it is a green, yellow, or red light situation. When you have made your choice, take one of your lights and place it face down in front of you.
3. Wait until all group members have made their choices, and then flip your papers over. Discuss the choices you made, and decide as a group which one is best.
4. After each story, write down the choice your group made and why.



Stop! Too dangerous to proceed.	The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
Slow down, be cautious – and be prepared to stop.	Something about this conversation makes you feel uncomfortable. You’re alert for any signs of inappropriate or suspicious behavior.
Coast is clear (but look both ways!)	You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you’re prepared to put the brakes on if you need to. You have not provided any private information.

Abby’s Story

Abby is 14. Yesterday was her friend Ivan’s bar mitzvah, and Abby chatted with some of his relatives at the party. Today, Abby logs on to the social networking site MyFace and sees a friend request from Ivan’s uncle. She doesn’t know him very well, but they did chat a little bit about school at the dessert buffet.

What light do you think Abby should choose in this situation? Explain your choice.

Vince’s Story

Vince is 12 and loves playing EscapeGo – a fantasy combat MMORPG (massive multiplayer online role-playing game). When he first started playing, another avatar was nice to him and helped him learn the ways of the game. Since then they’ve been good friends online, completing quests together and protecting each other during combat. Once, one of their teammates asked them how old they were during a quest. “Enough small talk, dude. Nobody cares, just play the game,” Vince’s friend said in response.

What light do you think Vince should choose in this situation? Explain your choice.



Keyanna's Story

Keyanna is 13 and she often plays Whatville, a virtual world for middle school kids like herself. One day, another avatar throws a heart her way. Keyanna knows that throwing hearts is a common way to flirt on Whatville. She also knows he's not a newbie, because it takes someone with a lot of experience to design the kind of appearance that his avatar has.

What light do you think Keyanna should choose in this situation? Explain your choice.

Catherine's Story, Part 1

Catherine, who is 15, logs on to a chat room for teenagers. Her screen name is CathyKisses15. A guy called MikeyMike99 said hi to her a few days ago, and they've talked every day since. He's really easy to chat with, and she likes venting to him about things that annoy her at school and at home. She hasn't told him anything too personal yet. "U seem so mature. Ur 15 right? I'm 20," MikeyMike99 says.

What light do you think Catherine should choose in this situation? Explain your choice.

Catherine's Story, Part 2

Catherine is back online with MikeyMike99, and they've been talking for about a week now. He's starting to flirt with her, and she's flattered because he seems pretty mature. After all, Catherine's not really into any of the guys at her school, so she likes flirting with Mike online. She's pretty good at it too. And yeah, he said something that might have been kind of sexual once or twice. Today he writes, "Can I show u a pic?" Before she types a response, he says again: "Keep this private ok? I like u, Cat. I hope u like me 2."

Now what light do you think Catherine should choose? Explain your choice.



Teacher Instructions

After arranging the class into groups of four or five and distributing the **Internet Traffic Light Student Handout**, guide students through the Internet Safety Tips below. These tips also appear on their handouts.

Internet Safety Tips

If you develop a friendship with someone online, be sure to ask yourself the following questions:

- *Has this person asked me to keep any information secret?*
- *Has this person flirted with me, or asked me about anything sexual?*
- *Has this person asked me about anything private?*
- *Have I felt pressured by this person to do anything?*
- *Do I feel true to myself – sticking to my values – when I talk to this person?*

If someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself, end the conversation immediately. And never plan a face-to-face meeting with someone you met online without taking a parent or guardian along.

DISCUSS the idea that just as drivers need rules when they're on the road, students need rules when they're online. Drivers also need traffic lights to tell them when they need to stop, and when it's safe to proceed. Because the Internet has no traffic lights, students need to develop their own internal traffic lights. These will tell them when it's safe to proceed, and when they should come to a stop.

TELL students to begin the activity by reading the directions on their handouts (see below).

Directions

When people drive, they should know the rules of the road. Traffic lights tell them when it's safe to move forward, and when they need to stop.

1. Take three sheets of paper and draw a circle on each one. Color your circle "lights" green, yellow, and red.
2. With your group, read through each of the following stories. Use the Internet Traffic Light descriptions on the next page to help you decide whether it is a green, yellow, or red light situation. When you have made your choice, take one of your lights and place it face down in front of you.
3. Wait until all group members have made their choices, and then flip your papers over. Discuss the choices you made, and decide as a group which one is best.
4. After each story, write down the choice your group made and why.



Stop! Too dangerous to proceed.	The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
Slow down, be cautious – and be prepared to stop.	Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.
Coast is clear (but look both ways!)	You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to. You have not provided any private information.

ALLOW students 10 to 15 minutes to complete the activity. Then reassemble the class.

DISCUSS each story, inviting students to explain the choices their groups made. Although the students should think critically about their choices, it is important for them to understand that there sometimes are truly correct answers, especially when it comes to “red light” and “yellow light” situations. You may also use the following material to guide class discussion:

Abby's Story

Abby is 14. Yesterday was her friend Ivan's bar mitzvah, and Abby chatted with some of his relatives at the party. Today, Abby logs on to the social networking site MyFace and sees a friend request from Ivan's uncle. She doesn't know him very well, but they did chat a little bit about school at the dessert buffet.

Discussion: YELLOW – SLOW DOWN, BE CAUTIOUS. Abby should think twice about this one. The best thing she can do is ask her parents what they think about the situation. If they think it's fine, Abby should also let Ivan know and ask for his permission. If everyone gives her the thumbs up – and she feels comfortable being the uncle's friend on MyFace – then it's probably all right to accept his request. Abby should consider putting him on a limited profile setting so that he can't see her personal information or tagged photos. She should also check out their mutual friends.

Additional Questions: *What if Ivan's aunt asked to be Abby's friend on MyFace instead? Would the situation feel different? Why or why not? Do you have adult friends on Facebook or MySpace? If so, what made you decide to let them be your online friend?*



Vince's Story

Vince is 12 and loves playing *EscapeGo* – a fantasy combat MMORPG (massive multiplayer online role-playing game). When he first started playing, another avatar was nice to him and helped him learn the ways of the game. Since then they've been good friends online, completing quests together and protecting each other during combat. Once, one of their teammates asked them how old they were during a quest. "Enough small talk, dude. Nobody cares, just play the game," Vince's friend said in response.

Discussion: GREEN – COAST IS CLEAR (BUT LOOK BOTH WAYS!) It sounds like Vince's friend has his mind set on *EscapeGo* and not much else. This is a good sign. It's exciting to be able to collaborate and strategize with other players in real time, too – that's the beauty of MMORPGs. Vince should still be aware that he's interacting with strangers online, and that it's never a good idea to reveal private information in these kinds of settings.

Additional Questions: *What if Vince's friend asked him how old he was later on? What if he wanted to meet Vince in person to talk about gaming?*

Keyanna's Story

Keyanna is 13 and she often plays *Whatville*, a virtual world for middle school kids like herself. One day, another avatar throws a heart her way. Keyanna knows that throwing hearts is a common way to flirt on *Whatville*. She also knows he's not a newbie, because it takes someone with a lot of experience to design the kind of appearance that his avatar has.

Discussion: GREEN – COAST IS CLEAR (BUT LOOK BOTH WAYS!) Flirting online can be fun, as long as it's in a safe setting. And it's a popular thing to do in tween/teen virtual worlds like *Whyville* and *Habbo Hotel*. Keyanna can choose to throw a heart back or not – it's her decision. It's also a good sign that the other avatar doesn't look like a newbie. It takes a lot of time, energy, and youth-to-youth knowledge to make a trendy-looking avatar on *Whatville*. However, you can't always judge a book by its cover. If Keyanna starts feeling uncomfortable in any way, she should stop contact with this avatar immediately.

Additional Questions: *What if the male avatar started interacting with Keyanna in *Whatville* and no one else? Do you think that's a warning sign?*

Catherine's Story, Part 1

Catherine, who is 15, logs on to a chat room for teenagers. Her screen name is *CathyKisses15*. A guy called *MikeyMike99* said hi to her a few days ago, and they've talked every day since. He's really easy to chat with, and she likes venting to him about things that annoy her at school and at home. She hasn't told him anything too personal yet. "U seem so mature. Ur 15 right? I'm 20," *MikeyMike99* says.

Discussion: YELLOW – SLOW DOWN, BE CAUTIOUS. And definitely consider coming to a complete



stop. Catherine should be aware that her screen name makes her a potential target for inappropriate contact in the chat room: it's flirty, indicates her age, and even says her name. It's good that Catherine hasn't divulged too much personal information to MikeyMike99. That said, she should be cautious about treating him as her confidant. Some people (older teens or young adults, more commonly) develop inappropriate relationships with younger teens online over time, establishing feelings of trust and affection at first in order to make their advances seem more normal.

Additional Questions: *Catherine insists she hasn't told MikeyMike99 anything too personal. From your perspective, what does that mean?*

Catherine's Story, Part 2

Catherine is back online with MikeyMike99, and they've been talking for about a week now. He's starting to flirt with her, and she's flattered because he seems pretty mature. After all, Catherine's not really into any of the guys at her school, so she likes flirting with Mike online. She's pretty good at it too. And yeah, he said something that might have been kind of sexual once or twice. Today he writes, "Can I show u a pic?" Before she types a response, he says again: "Keep this private ok? I like u, Cat. I hope u like me 2."

Discussion: RED – STOP! TOO DANGEROUS TO PROCEED. Catherine has found herself in a sticky situation, whether she knows it or not. Talking sexually with people online is risky, especially if you know that person is older. There's a good chance that MikeyMike99's picture is inappropriate, and Catherine should feel uncomfortable that he is asking her to keep something private. Even though she's gone too far already, the power is still in her hands. Catherine should stop talking with Mike entirely. Even if it's a little embarrassing, she should talk to friend or parent about what happened, too.

Additional Questions: *What are some ways in which MikeyMike99 tries to make Catherine feel comfortable? (He uses a nickname (Cat) affectionately; he also appears to make himself vulnerable by telling her that he likes her, hopes she likes him too.)*

Safe Online Talk

The term “online predator” often conjures up the image of a creepy older man at a computer screen waiting to lure an unsuspecting child. The media reinforces this depiction, which is problematic because it does not fit with the kinds of risky relationships that are more common for teens. In reality, when online sexual solicitation does occur, it’s more likely to be between two teens, or between a teen and a young adult.

The following background information serves to clear up these misconceptions, providing information for teachers about the myths and realities of online sexual solicitation, as well as guidance on how to approach this sensitive topic.

Thinking Beyond “Online Predators”

Many adults fear that teens use the Internet to connect with strangers. In reality, most teens use the Internet to keep in touch with people they already know offline, or to explore topics that interest them. Studies show that it is most often teens who are psychologically or socially vulnerable that tend to take more risks online (Subrahmanyam and Šmahel, 2011; Ybarra et al., 2007). These at-risk teens might seek reassurance, friendship, or acceptance through relationships that they develop online. Given the disconnect between the “online predator” myth and the more realistic types of solicitation outlined above, it is important to strike the right tone when discussing the issue with teens.

We recommend that adults avoid fear-based messages with teens, as research indicates that teens are less responsive to this approach (Lanning, 2010). Teens are not likely to buy into the idea that they should avoid all contact with anyone they do not know online. After all, it is nearly impossible to connect with others online without talking to some people who are strangers. Rather than telling teens to never talk with strangers, it is more effective to have conversations about why certain online relationships are risky, and about how to avoid them.

The Truth About Risky Online Relationships

The information below is meant to clear up misconceptions about the common risks that kids face when they meet people online. It is based on research from the Crimes Against Children Research Center, the Internet Safety Technical Task Force, and Internet Solutions for Kids, Inc.

1. Teens, not children, are most likely to receive online sexual solicitations.

Online solicitors rarely target younger kids. This happens more frequently to younger teens (ages 14 to 17). People who solicit online are often upfront about their intentions. They may ask teens to talk about sex, to give out personal sexual information, to send sexy photos online, or to meet offline for a possible sexual encounter.

2. A teen is more likely to be solicited online by another teen or a young adult.

Contrary to popular belief, teens are more likely to be solicited online by similarly aged peers. It is true, however, that a very high majority of sexual solicitations online come from boys or men. Guiding teens to think more generally about avoiding risky online relationships, rather than telling them to fear predators, prepares them for the wider breadth of situations they may have to deal with online – not only the extreme cases.

3. The “predator-prey” label gives the wrong impression.

There is a range of behaviors that are not made clear by the predator-prey label. The behaviors can range from

“not as risky” to “very risky,” as reflected in the chart below:

Not As Risky  Very Risky	<ul style="list-style-type: none">• Receive inappropriate spam through email and immediately send it to their junk mail• Accept a friend request online from a stranger and receive a sexually explicit online message thereafter, or joke around on a virtual world site and flirt with other avatars• Seek companionship or friendship on an online chat room, and develop an ongoing, risky relationship with a stranger
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In the most extreme cases of online solicitation – those involving older adults and teens – targets are usually aware of their solicitor’s true age and intentions. For the small percentage of teens who find themselves in this kind of situation, simply warning them against “unwanted contact” is not an effective strategy because they have likely grown to be comfortable with, and perhaps even dependent upon, their solicitor. Instead, we need to help teens understand why it is risky to flirt with people they meet online, how to recognize warning signs, and more broadly, why romantic relationships between teens and adults are unhealthy.

What Should Teens Know if Online Strangers Contact Them?

The term “grooming” is sometimes used to describe the process of an older adult coaxing a young person into sexual situations. For cases involving children, grooming may involve befriending the child, showing interest in his or her hobbies, exposing the child to sexually explicit material, and manipulating a child into a sexual encounter (Lanning, 2010).

The term is less commonly used for cases between teens, or between a teen and a young adult. Research also shows that teens who flirt and engage in online sexual talk with strangers – especially in chat rooms – are more likely to be solicited for sex (Ybarra et al., 2007).

The number one thing for teens to remember is that they should avoid flirting with or regularly talking to online strangers or online acquaintances, especially – but not only – if the person they are chatting with is older than they are.

Teens should also reflect on these questions if they communicate with someone they meet online:

- **Has this person asked to keep anything about our relationship a secret?**
- **Has this person hinted at or asked about anything sexual?**
- **Have I felt pressured or manipulated by this person?**
- **Do I feel true to myself – sticking to my values – when I communicate with this person?**

If teens feel uncomfortable during a conversation with an online stranger, they should:

- **Change it up.** If something feels like it might be getting risky, it probably is. But if teens are not sure, they should try changing the subject, making a joke, or saying they want to talk about something else. If they still feel pressured or uncomfortable, they need to take further action.
- **Log off or quit.** Teens need to remember that at any time they can just stop typing and log off if a conversation gets uncomfortable online. They can also take action to block or report another user, or create a new account – whether for email, IM, or virtual world – to avoid contact with that person again.
- **Know that it’s okay to feel embarrassed or confused.** It’s not always easy to make sense of situations that make teens uncomfortable online. Nor is it easy for them to ask for help if they feel embarrassed about what they’ve experienced. They should know these feelings are normal.
- **Talk to a friend or trusted adult.** Teens should know that it’s okay to reach out. Even if they feel they can handle a tricky situation alone, it’s always a good idea for teens to turn to friends, parents, teachers, coaches,

and counselors for support.

Teaching Strategies for Sensitive Topics

Provide Supportive Resources

Young teens may react to conversations about risky relationships in different ways. Consider concluding the lesson by mentioning a few resources available to students at your school, such as guidance counseling, health services, and talking to other teachers. These resources may help kids practice safe behavior online long after your lesson on **Safe Online Talk** is over.

You may wish to share the following Web resource with teens:

- That's Not Cool (www.thatsnotcool.com)

Talking to Parents

Send home the **Safe Online Talk Family Tip Sheet**.

Research

- The Berkman Center for Internet & Society at Harvard University. *Enhancing Child Safety & Online Technologies: Final Report of the Internet Safety Technical Task Force*. 2008.
- Lanning, K. "Child Molesters: A Behavioral Analysis." 2010. National Center for Missing & Exploited Children; Office of Juvenile Justice and Delinquency Prevention.
- McBride, N. "'Stranger-Danger' Warnings Not Effective at Keeping Kids Safer." 2011. National Center for Missing & Exploited Children. www.missingkids.com.
- Subrahmanyam, K. and Šmahel, D. *Digital Youth: The Role of Media in Development*. 2011. Springer, New York.
- Ybarra, M. L., Espelage, D. L., and Mitchell, K. J. "The Co-occurrence of Internet Harassment and Unwanted Sexual Solicitation Victimization and Perpetration: Associations with Psychosocial Indicators." *Journal of Adolescent Health*, Health (2007). 41, pp. S31-S41.

Creating A Safe School: Celebrating All

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

ID.8.ADV.1 - Develop a plan to promote dignity and respect for all people in the school community

ID.8.AI.1 - Access accurate information about gender identity, gender expression and sexual orientation

PS.8.SM.2 - Demonstrate ways they can respond when someone is being bullied or harassed

TARGET GRADE: Grade 8
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- LCD projector and screen
- PowerPoint: "What is School Like for LGBTQ Students?"
- Worksheet: "Is Our School LGBTQ Inclusive" enough copies for half the class
- Homework: "LGBTQ Issues Online: What Did You Learn?" cut in half, enough copies for each student to receive one
- White board and markers
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Go through the PowerPoint slides so that you have a little bit of familiarity with the facts they contain before the class session. You may also wish to view the GLSEN School Climate Survey or its Executive Summary to be prepared for questions that may come up in class: <http://www.glsen.org/article/2013-national-school-climate-survey>.
- Print out, photocopy, and cut in half the homework assignment worksheets.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least two things their school does well around LGBTQ inclusion, as well as two things it could do better. [Knowledge]
2. Explain what that they, as students, can do to improve the school environment around LGBTQ inclusion. [Knowledge]
3. Name at least one reliable website about sexual orientation and gender identity for their age group. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask, "What kinds of things make you feel like school is a safe environment for you?" Write students' responses on the board, probing for the following as applicable (feel free to contribute one to get the brainstorm going):

- There are a lot of adults around
- There is a buzzer at the front of the school so no one can get in without being buzzed in
- There are posters up on the walls with pictures of students who look like me

Creating A Safe School: Celebrating All

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- Adults greet us in the morning
- The adults know my name and things about me and my family
- There is a security guard/metal detector when we first come in the building
- There is a hall monitor who checks to make sure we belong in the school
- I have a locker (whether solo or shared) so I have a place to put my stuff

Ask, “What is it about these things that make school feel safe? How do you think it would feel if any one of these was missing? What if none of these took place here?” After a few people have responded, say, “What this tells us is how we feel when we’re at school makes a big difference in whether we want to be there – as well as how we do in our classes. Everyone has the right to feel like they belong at school. But what if they don’t?” (7 minutes)

STEP 2: Say, “Today we are going to be talking about sexual orientation and gender identity and our school environment to see how well we make school feel like a welcome place for people of all orientations and genders. We’ll also look at where we see room for improvement; and how we would propose making some changes.”

***Note to the Teacher:** Depending on your school environment, this can be a one-day assignment, or be turned into a class or even school-wide project. This lesson is designed to create the foundation to enable you to create what you feel you can do in your own setting. (2 minutes)*

STEP 3: Say, “We’re now going to look specifically at what schools are like for students who identify as either lesbian, gay, bisexual, transgender or queer.” Start the PowerPoint, “What Is School Like for LGBTQ Students?” Read the first slide aloud, explaining that you are going to share a few facts from a national survey of LGBTQ middle and high school students.

Ask a different student to read each slide. After each slide has been read, say or ask the following:

Slide Two: “This school is our school—it doesn’t just belong to the teachers or the students, nor is it designed only for certain students. So every student has the right to feel safe and a sense of belonging here. What that looks like is different from community to community and school to school. Some places do it well, and some don’t.”

Slide Three: “The Gay, Lesbian, Straight Education Network does a survey of schools across the US every few years on how LGBTQ students are treated, and the impact of that, both positive and negative.”

Slide Four: “Verbal harassment is being taunted for who you are. It’s not the same as teasing. It usually targets a certain aspect of your personality, background or appearance—like your skin color, country of origin, how much money people think your family has, who is raising you, etc. Harassment can go on for a while if it’s not stopped.”

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Slide Five: “Has anyone ever heard someone use a mean or hateful word to someone else when you’ve walked by? How do you think it made that student feel?”

Slide Six: “In many schools, it’s not just about students not harassing other students. It’s about the school making a strong statement that harassment and bullying won’t be tolerated. And the school has a responsibility to have policies in place that specifically make students of all sexual orientations and gender identities feel equal.”

Slide Seven: “When we don’t feel good—when we’re sad or angry or anxious – we don’t feel smart. We don’t feel safe. And the way this shows itself at school is that students who don’t feel like they belong or don’t feel safe sometimes stop going to class, or even to school altogether. Their grades start to go down and they may stop having goals for the future. They feel hopeless.”

Slides Eight & Nine: “The good news is, just as not having these things can make a school environment feel less safe and have a negative impact on LGBTQ students – taking some specific steps can also make school feel safe and welcome. And if one group of students feel like they belong at school, it can help all students know that they are welcome, no matter who they are.”

Process the information you presented by asking the following questions:

- What are your reactions to what I just shared with you?
- Did anything surprise you?
- What do you think schools have a responsibility to do for these students – or any student – to feel like they belong in school?
- What about students? For what do you think they should be held responsible?

Note to the Teacher: *If you have any backlash or defensive reactions such as, “If they didn’t act/dress that way, then maybe people wouldn’t harass them,” take the time to discuss that. If students are not able to come around to the idea that no one has a right to bully or harass others, no matter how they present themselves or identify, highlight your school’s anti-bullying policy to remind them of what the school believes. (13 minutes)*

STEP 4: Say, “The good news is, there are things that a school community can do to make sure all students, regardless of sexual orientation or gender identity, feel like they are safe and included. We’re going to take a look at our school now.”

Divide the class into pairs. Once they are in pairs say, “I am going to give each of you a worksheet and ask you to work together for the remainder of class to complete it. The first side is a checklist of possible things a school can do to make sure it is respectful and accepting of all sexual orientations and gender identities. Please be honest! How do you think the school does on each of these? Once you’ve completed the checklist, think about what grade you’d give our school – but just as it relates to LGBTQ issues, not in general. Please do not go on to the second side yet.” Tell them they have about 5 minutes in which to complete the first side (7 minutes).

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STEP 5: As students are working, write “A B C D F” in a column on the board. After about 5 minutes, ask students how many would give each of the grades, by a show of hands, and write the number of raised hands next to each grade.

Say, “Clearly, there’s some work we need to do here.”

***Note to the Teacher:** If you are in a school that is more socially progressive around LGBTQ issues and you have mostly good grades, you can say, “We’re doing a pretty good job! But what can we be doing better?”*

Ask students to flip their worksheets to the other side and answer the questions there. Explain that they are going to be identifying specific things that they feel need to improve at school, as well as steps that they, as students, can take to help those happen. Tell them they have about 10 minutes to complete their task. (15 minutes)

STEP 6: After about 10 minutes, stop the students as they’re working. Make sure they have put their names at the bottom of their worksheets. Say, “We don’t have time to go through all the sheets, but does anyone have an idea they think is really great that they’d like to share?” As time allows, have a few pairs share their ideas.

***Note to the Teacher:** If you have time in the next class to come back to this – especially if this ends up being an actual project – you can go through the other worksheets/ideas then.*

Praise the good ideas and work the students did and explain the homework assignment in which they will be looking at websites where they can find information about sexual orientation and gender identity. Distribute the homework and collect the worksheets. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The plans of action generated by the paired activity will enable the teacher to determine whether the first two learning objectives were met. The homework assignment will demonstrate their ability to access a reliable resource on LGBTQ issues.

***Note to the Teacher:** There are very few online resources that are age-appropriate for middle school. The websites in the homework assignment, although written by teens, is age-appropriate for this lesson and purpose.*

HOMEWORK:

Have students visit <http://sexetc.org/info-center/post/athlete-ally-hudson-taylor/> and complete the three questions on their homework worksheet.

Is Our School LGBTQ-Inclusive?

(Adapted from The Safe Space Kit: Guide to Being an Ally to LGBT Students)

Instructions: Read each characteristic. Do you think this is something our school has? A little, a lot or not at all? Please check the box that best matches how you feel.

Characteristic	We Totally Do This!	We Kind Of Do This	We Don't Do This	Don't Know/ Doesn't Apply
1. Anti-bullying lessons and efforts include LGBTQ students				
2. School forms include different families (say "parent/gaurdian" vs. "mom and dad")				
3. Dress code allows people of any gender to dress anyway they want that is appropriate for school				
4. There are gender-neutral or private bathrooms or changing areas, not just "Boys" and "Girls" rooms and locker rooms				
5. We talk about LGBTQ people in at least some of our classes				
6. The library has resources for and about LGBTQ people				
7. Assignments include LGBTQ people or issues				
8. We have a gay-straight alliance (GSA) or similar club or group				
9. Our sports teams and other activities include LGBTQ students				
10. School's publications cover LGBTQ people and issues				
11. School dances/events are safe for and inclusive of LGBTQ students				
12. Valentine's Day celebrations include LGBTQ and non-coupled students				
13. There is at least one LGBTQ identified or friendly teacher/ staff in the school.				
14. There are posters or other visuals that reflect LGBTQ people or couples in the classrooms, offices or hallways.				
15. Observations of Mother's Day and Father's Day that affirm all family structures, including someone who has an LGBTQ parent or caregiver.				

Overall, what grade would you give our school on how we do on LGBTQ inclusion?

A B C D F

Creating A Safe School: Celebrating All

Worksheet

Which of the things listed above do you think our school could do better on? (List the numbers of all that apply here).

What steps could you, as students, take to make these changes happen? Select one of the things you feel the school could do better on, and three specific actions you and other students can take to see those changes take place:

Change: _____

We, as students, need to:

1. _____
2. _____
3. _____
4. _____
5. _____

What, if anything, could get in the way of your making these changes?

What could you do to overcome those so that change can still happen?

Names: _____

Name: _____

Date: _____

Homework - LGBTQ Issues Online: What Did You Learn?

Instructions: Please visit the *Sex, Etc.* website and read the article "Athlete Ally Hudson Taylor" found here: <http://sexetc.org/info-center/post/athlete-ally-hudson-taylor/>

1. What is your reaction to how Hudson describes the typical homophobic climate of some school sports? If you have participated in team sports, does it match your experience?
2. Why did Hudson, who identifies as heterosexual, champion the cause of LGBTQ athletes? How do you think his peers responded to his passion about this issue?
3. What is something you still have questions about after reading the article?

.....

Name: _____

Date: _____

Homework - LGBTQ Issues Online: What Did You Learn?

Instructions: Please visit the *Sex, Etc.* website and read the article "Athlete Ally Hudson Taylor" found here: <http://sexetc.org/info-center/post/athlete-ally-hudson-taylor/>

1. What is your reaction to how Hudson describes the typical homophobic climate of some school sports? If you have participated in team sports, does it match your experience?
2. Why did Hudson, who identifies as heterosexual, champion the cause of LGBTQ athletes? How do you think his peers responded to his passion about this issue?
3. What is something you still have questions about after reading the article?

The World Around Me

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PD.8.INF.1 – Analyze how friends, family, media, society and culture can influence self-concept and body image.

PR.8.INF.1 – Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behavior.

HR.8.INF.1 – Analyze the ways in which friends, family, media, society and culture can influence relationships.

SH.8.INF.1 – Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors.

TARGET GRADE: Grade 8
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- Scenario: Leah (enough two-sided copies for one quarter of the students in the class)
- Scenario: Malik (enough two-sided copies for one quarter of students in the class)
- Students' journals (or sheets of lined paper, one per student, if journals are not being used in class)
- White board and markers
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge]
2. Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge]
3. Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill]
4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the topic by telling students, "When we make decisions about significant things in our lives, we rarely do so without considering the thoughts, experiences and messages we get from various sources in our lives. We ask people in our lives for their advice – and sometimes we get it even when we don't ask for it! Other times, we are barely aware of how outside messages do or don't have an influence on us and our decision-making."

Draw a large circle on the board, about 18" in diameter. On the top of the circle write a name that reflects the population of your students (for the purposes of this example, we will use "Matthew"). As you are drawing the circle and writing the name, "Matthew," or another name at the top, say, "Imagine for a moment that we have a teenager named Matthew. Even though he's still in school, he's thinking about what he wants to be when he grows up." In the center of the circle, write, "Career." Say, "He's really good at art and photography and is thinking

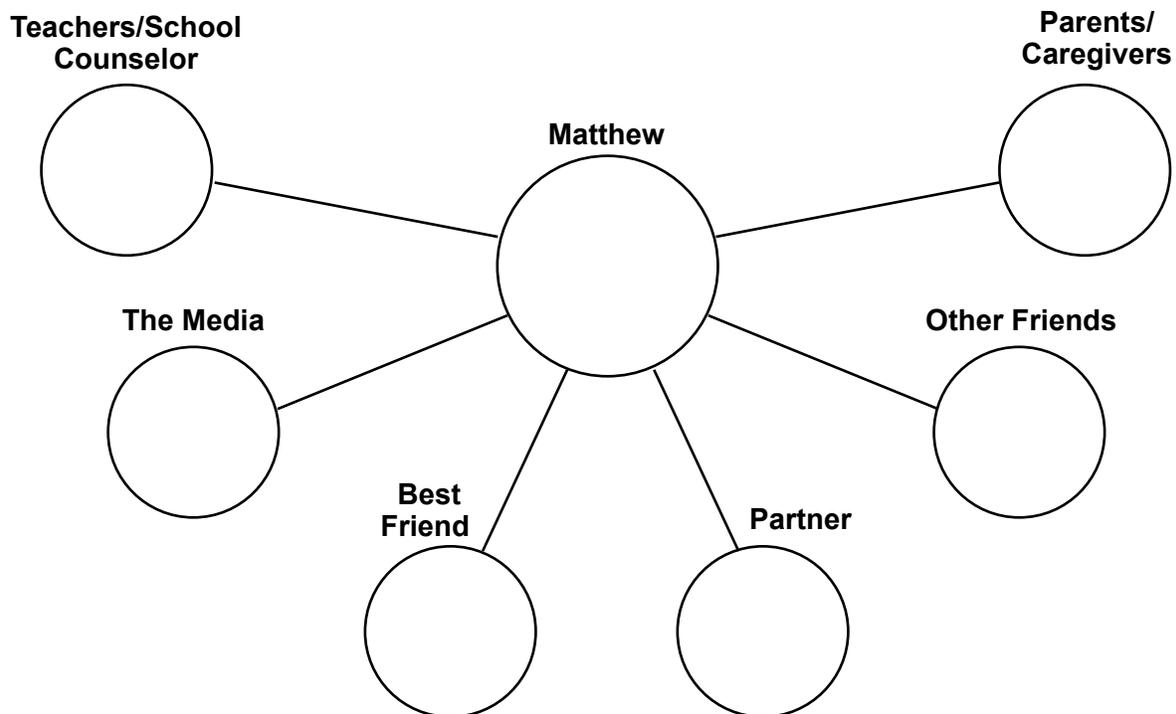
The World Around Me

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

he might want to make that his job. From what types of sources might he expect to receive messages about his future career choices?" Probe for the following:

- Parent(s)/Caregiver(s)
- Teachers or Counselors at School
- Other Family Members
- Professional Artists and Photographers
- The Media
- Partner
- Best Friend
- Celebrities

As students contribute a particular source, draw a line from the center circle to another smaller circle that you draw. Then write the category of person or source at the top as you did with the first circle. Depending on what is contributed, you should end up with something that looks similar to this:



Go through the examples and ask the class one message Matthew might hear from his parent(s)/caregiver(s) about this possible work choice. Probe for, "Great, go for it!" or "Don't do it, it's not practical." Write that example in the circle titled, "Parent(s)/Caregiver(s)." Go around the rest of the cluster and add in one message, positive or negative, that he might expect to hear from each possible source.

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Once you have put one example in each circle, ask the students to tell you what they notice about the messages, which may be consistent or inconsistent. Ask, “Has anyone ever asked more than one person for their opinions about something and gotten two totally different answers? If so, what does that feel like?” Probe for, “confusing,” “overwhelming,” “helpful,” etc.

Ask, “So, whose opinions do you think will carry more weight with Matthew?” After a few responses, acknowledge what was shared and if it has not been shared already say, “It also depends on his relationship with each of these entities. If he is particularly close with someone, or has relied on their advice in the past and it’s helped him, he may consider their thoughts more seriously than other people’s.” (13 minutes)

STEP 2: Say, “Now we are going to look at sexual decision-making and the people and entities that can have an impact on these decisions.” Break the class into groups of four. Once they are in their groups, tell them they are going to work together on a scenario in which they’ll have a character who they will be mapping as they did with Matthew. Distribute the Leah scenario to half the class and the Malik scenario to the other half. Let them know they will have about 15 minutes in which to do their work (17 minutes).

STEP 3: After about 15 minutes has passed, ask the groups to stop their work. Tell the students that half of groups worked on one scenario, and the other half on a different one. Ask for students from various groups that had the Leah scenario to read the scenario, alternating students for each paragraph. Ask groups to share the influences they noticed, and their responses to the questions asked.

Next, ask for students from the other groups who had the Malik scenario to read their scenario, alternative students with each paragraph. Ask groups to share the influences they noticed, and their responses to the questions asked. (14 minutes)

STEP 4: Acknowledge the work they did, and ask them to hand in their worksheets. Ask students to take out their journals and write the following questions on one of the pages (have these written on the board or write them as you speak):

1. “Who or what do I consider before making decisions about sexuality or relationships?”
2. “How might using alcohol affect how I make decisions about sexuality or relationships, and whether I stick to them?”
3. “How can thinking about people and messages around me help me with my future decisions about sexuality and relationships?”

Ask them to write a minimum of three sentences in response to each question and hand in their journals during the next class. (6 minutes)

Note to the Teacher: *If you are not using journals in class, feel free to have students write these prompting questions on a sheet of paper. You can also post or email an electronic version and have them complete these online and submit them to you once completed.*

The World Around Me

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first three learning objectives will be measured by classroom participation in the large group discussion and small group work; as a result, the teacher will need to solicit contributions from different students during the report-back portion of the lesson. Achievement of the fourth learning objective will be determined by completion of the homework assignment.

HOMEWORK:

Students will complete a journaling assignment responding to prompts as provided at the end of class, to be handed in during the next class period.

Leah

Leah has been with Malik for almost a year. Malik has been bringing up whether they should start having sex, and Leah's trying to figure out whether the time is right. She's never had sex before, and she's nervous about getting pregnant or an STD. Malik's had sex once before, but things didn't work out with them. Malik says he's curious, but that he's not sure whether the time's right – he's got a lot of plans for the future, and if he ends up getting Leah pregnant or either of them get an STD, that could really affect his hopes for college and getting a scholarship.

Leah's best friend has had sex, but he goes back and forth as to whether he thinks Leah should, saying, "I think it's different for guys." They hang out a lot and watch reruns of "16 and Pregnant," as well as "East Los High," and talk about all the people who have sex on those shows and what's happened as a result. Leah doesn't feel like she can talk with her mom about this stuff, because her mom was brought up in a pretty conservative household and they've never talked about sex or sexuality. Leah does, however, have a good relationship with her mom's best friend, who she's known since Leah was a baby, and feels like she can talk with her about anything.

Sometimes, when Malik gets stressed out or nervous, he drinks. When he does this, he gets a bit more assertive with Leah – as she tells her best friend, "he's all hands when he drinks." They've almost had sex a few times when he's gotten like this, but Leah's always told him to stop and he has. She loves Malik, she really does – she's just not sure whether the time is right or whether he's the one.

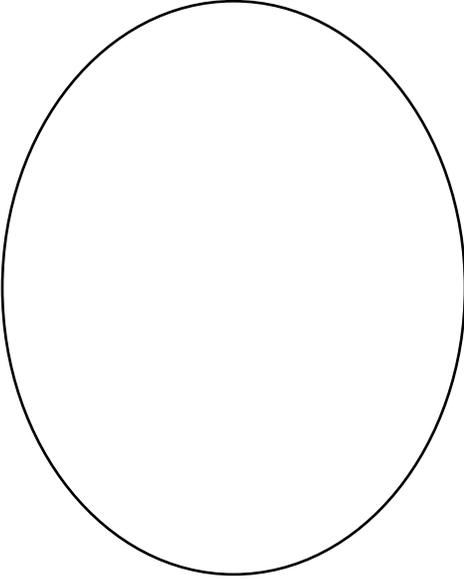
Instructions:

1. On the back of this sheet, map the influences in Leah's life by writing the message(s) she's getting from each in the circles provided.
2. Is anyone missing, even if they're not listed in the story? If so, add them in to the "other" circle and add in what possible messages she might get from them about her decision.
3. We found out that Malik drinks sometimes – how does that come into play when it comes to Leah's decision?

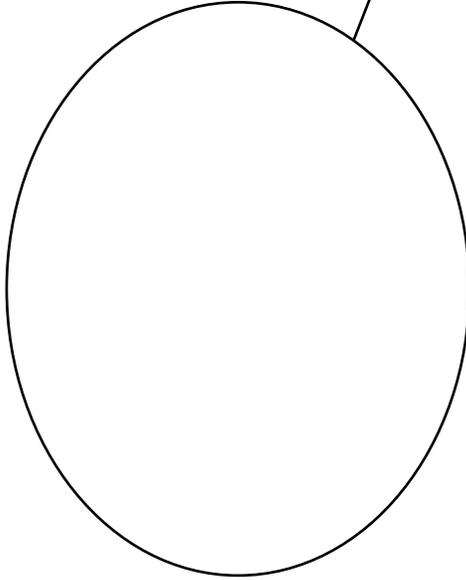
4. Who or what do you think has a LOT of influence on Leah? Why?

5. What does this tell you about making decisions about big things in your life, like sex and sexuality?

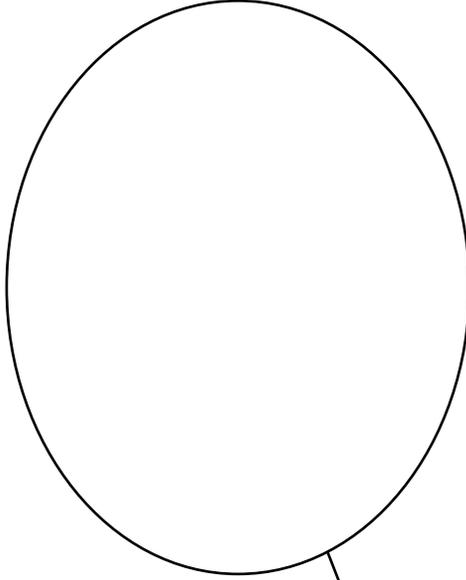
Leah's Mom



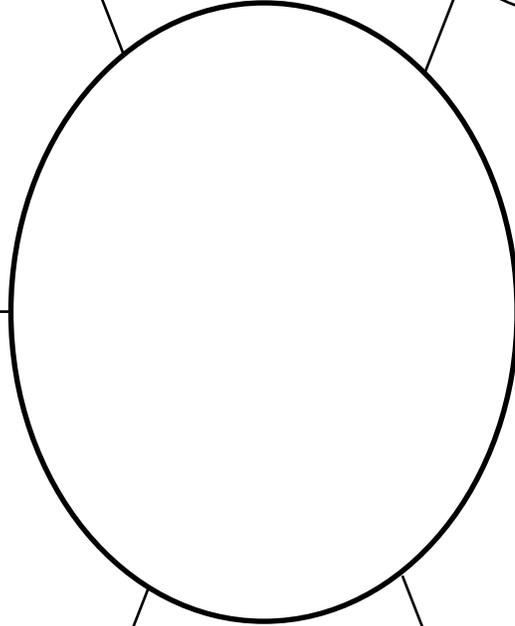
Leah's Best Friend



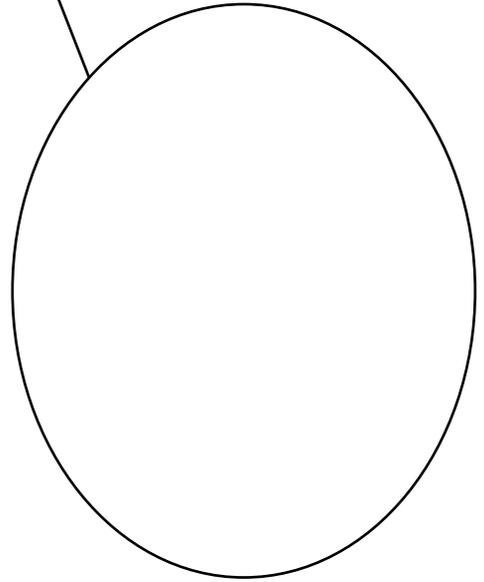
The Media



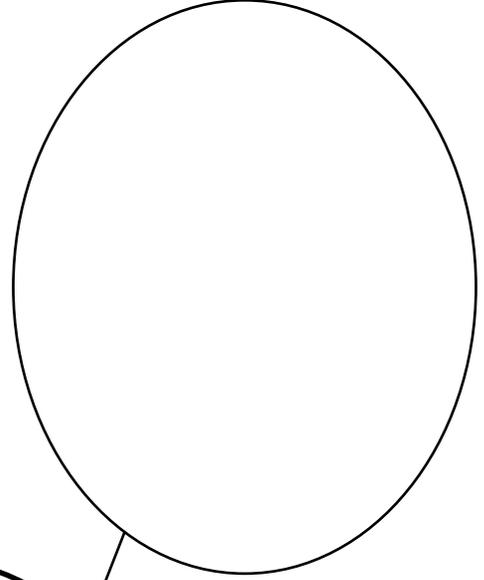
Leah



Other? _____



Malik



Malik

Malik has been with Leah for almost a year. Leah has been bringing up whether they should start having sex, and Malik's trying to figure out whether the time is right. He's never had sex before, and he's nervous about getting Leah pregnant or getting an STD. Leah's had sex once before, but things didn't work out with them. Malik's curious, but he's not sure whether the time's right – he's got a lot of plans for the future, and if he ends up getting Leah pregnant or if either of them get a really serious STD, that could impact his hopes for college and getting a scholarship.

Malik's best friend has had sex, and regularly asks Malik what he's waiting for. He's even asked Malik a few times whether he's hesitating because maybe he likes guys, not girls. Malik watches porn sometimes when he's home alone, and is nervous about whether he'll know what to do. Malik's parents are very devout Catholics, and they don't talk about sex or sexuality except to talk about abstinence and waiting for marriage. Malik is the youngest of four children, but his brothers and sisters are all older and don't live at home anymore. He only sees them at holidays and doesn't consider himself close to any of them.

Sometimes, when Malik gets stressed out or nervous, he drinks. That's when he feels most comfortable talking about sex with Leah – and when he feels like they're really close.

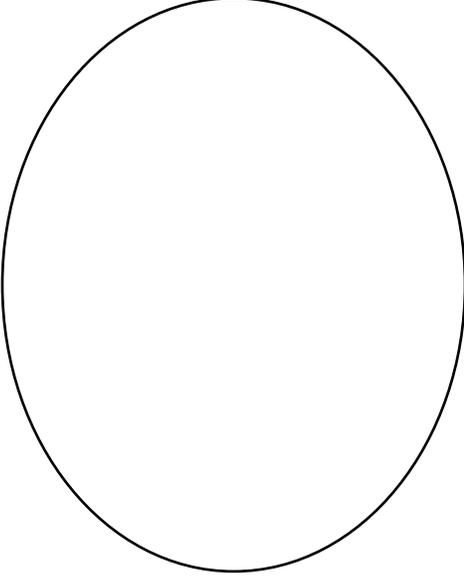
Instructions:

1. On the back of this sheet, map the influences in Malik's life by writing the message(s) he's getting from each in the circles provided.
2. Is anyone missing, even if they're not in the story? If so, add them in to the "other" circle and add in what possible messages he might get from them about his decision.
3. We found out that Malik drinks sometimes – how does that come into play when it comes to his relationship with Leah?

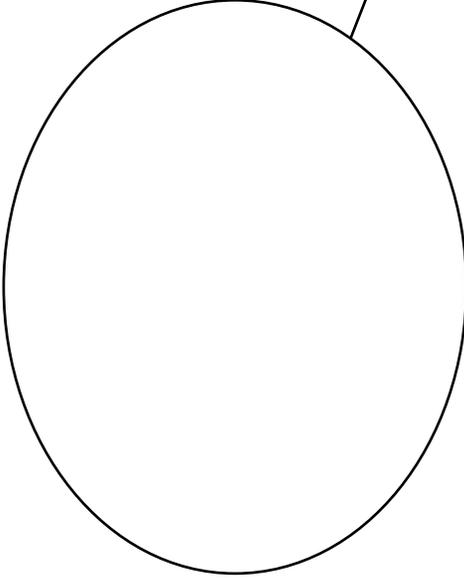
4. Who or what do you think has a LOT of influence on Malik? Why?

5. What does this tell you about making decisions about big things in your life, like sex and sexuality?

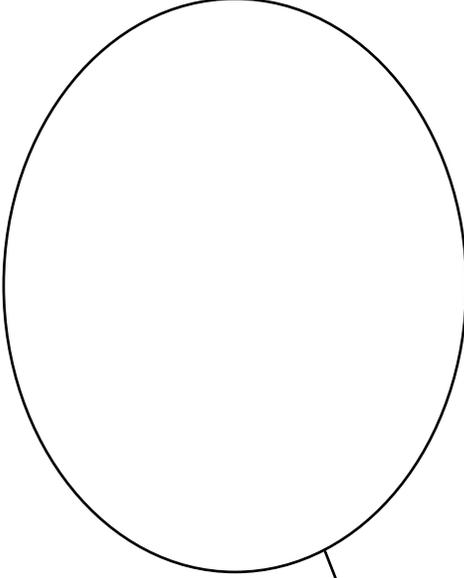
Malik's Parents



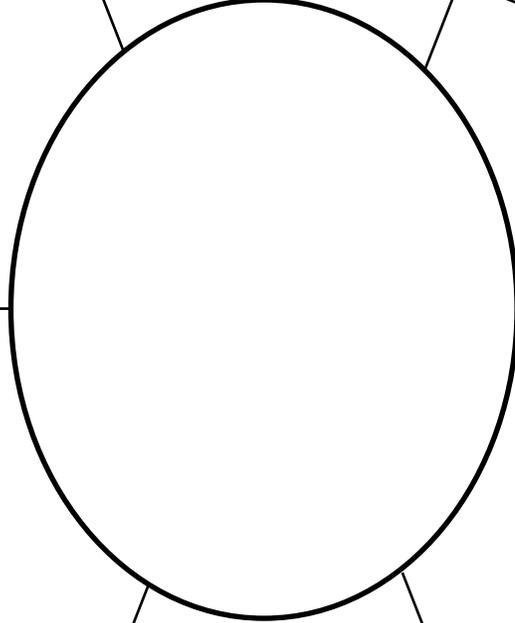
Malik's Best Friend



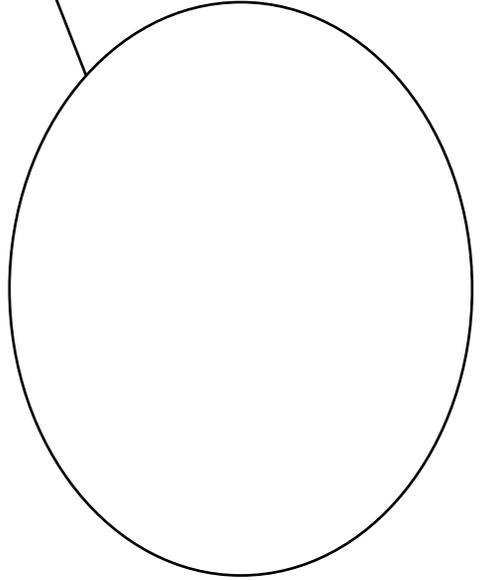
The Media



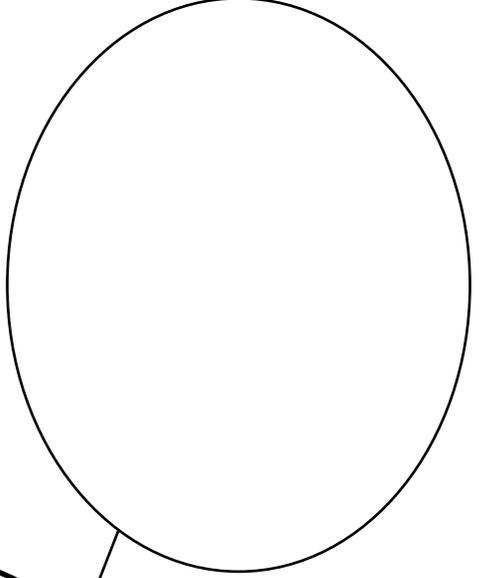
Malik



Other? _____



Leah



Healthy or Unhealthy Relationships?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.CC.1 – Compare and contrast the characteristics of healthy and unhealthy relationships.

HR.8.SM.1 – Explain the criteria for evaluating the health of a relationship.

HR.8.CC.2 – Describe the potential impacts of power differences such as age, status or position within relationships.

TARGET GRADE: Grade 8
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- Two signs, one reading “Healthy Relationship” and one reading “Unhealthy Relationship”
- Enough of the 16 Healthy vs. Unhealthy Relationships cards for half the students in the class, prepared as described
- Homework: “Healthy Relationships All Around Us” – one per student
- Exit slips “Before You Go” – one per student
- Masking tape
- White board and markers
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON :

- Print out enough of the Healthy vs. Unhealthy Relationship cards for half the class. Fold each one in half.
- Tape the Unhealthy and Healthy Relationship signs on the front board with a good distance between them to create a continuum.
- Print out the exit slip “Before You Go” and cut them in half, so each student gets one half (which is one complete exit slip).
- Tear off individual one-inch pieces of tape, enough for each sign in the Healthy vs. Unhealthy Relationships activity, and stick on a ledge or table end so they are available for students to take and use during the activity.

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy. [Knowledge, Skill, Attitude]
2. Name at least two types of power differential in relationships, as well as their implication for the relationship. [Knowledge]
3. Describe at least two ways in which an unhealthy relationship can become a healthy one. [Knowledge]
4. Apply their understanding of healthy relationships to a couple represented in the media. [Knowledge, Skill]

PROCEDURE:

STEP 1: Ask, “How many of you can think of a couple in your lives – it could be family members, friends, siblings, whoever – who you think are in a healthy relationship?” After some students have raised their

Healthy or Unhealthy Relationships?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

hands, ask, “How many of you can think of a couple you’d consider to have an unhealthy relationship?”

Say, “I bet if we described all of these relationships we would not agree about whether they were healthy or unhealthy. That’s because we have all received a variety of messages about how people should behave in relationships. These messages have a big impact on whether we see something as healthy, unhealthy – or a mix. So today we’re going to take a look at some things that can happen in relationships – and whether you think these things mean a relationship is healthy or unhealthy.”

Break the students into pairs. Give each pair one of the healthy vs. unhealthy relationship cards. Ask them to talk together about whether they think what they have describes a healthy relationship or an unhealthy relationship. Tell them that once they’ve decided, they should turn their sheet over and write down why they think it is unhealthy, healthy or somewhere in between. Explain that they are “Team One,” and so should only complete the first line on the back of the sheet, not the second. Hold up a sheet to demonstrate as you are giving these instructions.

Tell them that once they’ve finished writing their reason(s), they can bring their piece of paper up to the front of the room and tape it up where they feel it goes. Point out that there is a lot of space between the Unhealthy and Healthy Relationship signs, so they can put their card under one of the signs, or somewhere in between if they feel like it has some healthy or unhealthy characteristic, but isn’t completely one or the other.

After about 5 minutes, if all of the cards are not up, encourage students to stick their cards up on the board. Ask them to stay in their same pairs. (8 minutes)

STEP 2: Starting at one end of the continuum, read each of the cards. Once you have read them all, ask the students to look at what’s up on the board and comment on what they notice. Their responses will depend on where the cards have been placed (the activity is intentionally opinion-based, so the board will likely look different each time).

For example, students might say, “These all seem really unhealthy,” or “None of the cards are either completely unhealthy or healthy.”

Ask, “Are there any up here that you would want to move? Which one(s) and why?” As students indicate particular cards, take them down and read on the back why the pair of students who had each card chose to place it where they did. Ask whether that changed their view. Because this is an opinion-based activity, do not actually move any of the cards, just discuss a few.

Note to the Teacher: *Go through up to five of the cards, adjusting for student engagement in this part of the activity. If the discussion lags, stop after three; if it is still vibrant and connected, you may choose to continue beyond the five.*

Here are some suggestions for a few in which there is a lot of grey area and about which you will likely have extensive discussion:

- A guy walks his girlfriend to school every morning, meets her for lunch every day, and picks her up to walk her home at the end of each afternoon.

Healthy or Unhealthy Relationships?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- A girl notices her girlfriend is getting a lot of attention from two different people at school. She goes up to each of them separately and warns them to stay away from her, “or else.”
- A couple has an agreement that they won’t put passwords on their phones and can check each others’ texts and social media accounts whenever they feel like it.

(8 minutes)

STEP 3: Ask, “In which of these relationships do you feel like one person has more power than the other person?” Point to the example of a girl who has a girlfriend who is ten years older than she is. Ask, “In what ways could the older girlfriend have more power than the younger one?” Write a “P” on that card to indicate that there’s the potential for one partner to have more power than the other.

As students mention other examples where they feel like there could be a power difference, write a “P” on each of those.

Say, “Power can come in different forms. Sometimes, people realize there’s a power difference and are okay with it – and other times, a power difference can lead to really unhealthy or even abusive relationships. I’m going to ask you to keep the idea of power in mind as you do this next part of the activity.” (6 minutes)

STEP 4: Ask one student from each pair to come up to the board and take one of the cards, not the one they originally worked on, and return to sit with their partner. Tell them that they should talk about what’s on the card, turn the card over and read why the other students labeled it as they did. Then ask them to discuss what would need to change in order for them to feel like this card could go underneath the “Healthy Relationship” sign. Have them write their answers in the space provided. Tell them they have about 5 minutes in which to do this. As they are working, take the “Healthy Relationship” sign and move it to a more centered location on the board. (7 minutes).

STEP 5: Go around the room and ask the pairs to share what they came up with as specific steps or things their couple needs to do to make their relationship healthy. Paraphrase the characteristics they share and write them on the board beneath the “healthy relationship” sign.

For example, if students were to say, “They need to stop checking each others’ phones,” you might write “Trust” on the board and “cell phones” in parentheses next to that. If any of the next pairs repeat something that was already said, put a check mark next to that characteristic. (12 minutes)

STEP 6: Ask students to look at the list they generated and what they think of what they see. Again, because this list is generated from the students, it may look different each time. Process the list by asking the following questions:

- Are you surprised by what’s received the most check marks here? Why or why not?
- Is there anything missing? Is there anything else that would help make a relationship healthy wasn’t mentioned?
- How easy or challenging is it to do some or all of these? For the ones labeled as “challenging,” ask why they think that is.

Healthy or Unhealthy Relationships?

*A Lesson Plan from Rights, Respect,
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- Ask, “What about the idea of power? Where do you see power reflected in this list?”

Say, “What relationships look like and how they work can be different – but as you see here, there are certain characteristics that people will agree mean that a relationship is healthy. When a relationship is healthy, it’s good for both people involved – and it doesn’t have a negative impact on the people outside of the relationship who are still a part of the couple’s lives, like friends and family members.”

Describe the homework assignment and distribute the worksheet. Tell students that you created a list of characteristics that tend to be considered part of healthy relationships, which will include some of what they generated on the board as well as some other ideas. Ask them to talk about a couple they know – whether in real life or from a movie or tv show or a couple from a book or they’ve read about online -- and say whether they think they are a healthy couple based on those characteristics.

Distribute the Before You Go exit slips to the students and ask them to complete them and hand them to you on the way out of class. (9 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Teachers will be able to assess how well they have reached the first three learning objectives during the in-class activity, discussion and process. The fourth learning objective will be achieved through the homework assignment.

HOMEWORK:

Worksheet: Healthy Relationships All Around Us – Students are to provide three examples of couples in their own lives, or from a tv show, book, movie or other source and explain why they think they are healthy relationships.

Homework: Healthy Relationships All Around Us!

Name: _____ Date: _____

Instructions: Think about relationships you've seen in your life. These could be characters from a tv show or movie, public figures or people you know personally. Please provide three examples of healthy relationships and explain why you think they're healthy, based on what we talked about in class. Be sure to explain your reasons with examples, too!

EXAMPLE

Couple: Beyonce and Jay-Z

Know them from: Music videos and award shows

Why do you think this is a healthy relationship? Please give examples:

They talk about each other a lot in the media, always in positive ways. They started a family together and both seem really into each other whenever you see them in pictures.

Couple 1:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

Couple 2:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

Couple 3:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

BEFORE YOU GO...

The characteristic of healthy relationships that most stood out for me from today's class

was _____

_____ Team Two: How this could be a healthier relationship?

_____ Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

After spending a lot of time together, a couple wants to start having sex. They talk about safer sex and decide to use condoms every time.

_____ Team Two: How this could be a healthier relationship?

_____ Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

A guy walks his girlfriend to school every morning, meets her for lunch every day, and picks her up to walk her home at the end of each afternoon.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

A couple has been together for a month and are talking about having sex. One has had sex before, but the other hasn't - but says they have because they're embarrassed.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

- (FOLD HERE) -

A girl notices her girlfriend is getting a lot of attention from two different people at school. She goes up to each of them separately and warns them to stay away from her, “or else.”

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A couple has an agreement that they won't put passwords on their phones and can check each others' texts and social media accounts whenever they feel like it.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

- - (FOLD HERE) - -

**Partner one wants to have sex.
Partner two says they're not
ready, but after talking about
it, gives in and has sex, even
though they didn't really
want to.**

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A guy and a girl have been together for six months, and things haven't been going so well. She decides to stop taking her birth control without telling him, because she thinks if she gets pregnant he won't break up with her.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

—(FOLD HERE)—

One partner usually decides when, where, and what they do together. The other partner says they don't like making decisions and is fine with this.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A guy has been with his boyfriend for five months. They've said "I love you" to each other, but when they're around other friends at school, one guy pretends they're not a couple. He says it's because he hasn't yet told his family that he's gay.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

- - - (FOLD HERE) - - -

**A couple text all the time.
But when they get together,
whether alone or with friends,
they feel uncomfortable talking
to each other.**

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

--- (FOLD HERE) ---

A guy has a very strong religious background. He's having sex with his girlfriend, but after each time, he says he feels disgusting. His girlfriend tells him to get over it.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

- (FOLD HERE) -

A girl tells her partner that they're in a one-on-one relationship, but she is having sex with other people. Her partner does not know; she figures she's sparing their feelings by not telling them.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A guy finds out he has an STD. Since it's easily cured with a shot, he doesn't tell his partner about it and figures that if they get it, they can just get treated, too. They continue to have sex without using condoms.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

—(FOLD HERE)—

A guy and a girl have been together for six months and are having sex. Whenever the guy does something the girl doesn't like, she tells him that she won't have sex with him until he does something nice for her.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A girl has a girlfriend who is ten years older than she is. Her older girlfriend has a job, a car and a place to live where they can be alone together. When they go out, the older partner always pays.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

- - (FOLD HERE) - -

A guy notices his partner is getting a lot more texts than usual. When he mentions it, the partner says he's imagining things. When his partner goes to use the bathroom, he checks their phone and reads their texts.

HEALTHY RELATIONSHIP

UNHEALTHY RELATIONSHIP

Choose Your Words Carefully

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.IC. – Demonstrate communication skills that foster healthy relationships.

HR.8.IC.3 – Demonstrate effective skills to negotiate agreements about the use of technology in relationships.

TARGET GRADE: Grade 8
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Large strips of newsprint statements, prepared as indicated
- Masking tape
- “Choose Your Words” activity statements, prepared as indicated
- Envelopes for “Choose Your Words” activity statements, prepared as indicated (there should be one envelope per every two students)
- Homework: “iRelationship” – one per student
- Teacher’s Guide for Homework – one copy
- White board and markers

ADVANCE PREPARATION FOR LESSON:

- On a sheet of newsprint, write the following statements in large letters:

Hey, can I talk with you about something?

Sure, what’s up?

I can’t go to your game, I’m sorry.

I’m not going to your game.

Let’s talk later.

Cut the newsprint so that each statement is an individual strip, at least three inches high each.

- Print out enough copies of the “Choose Your Words” activity statements for half the number of students in your class. Cut each copy into individual strips and place the strips into an envelope so that each envelope has an entire set of strips in it. You should have envelopes for half the class. Label half of the envelopes “Partner A” and half “Partner B.”

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Identify at least two characteristics of healthy communication in a relationship. [Knowledge]
2. Apply their understanding of healthy communication to a scenario between two people who are discussing technology use within a relationship. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask, “Has anyone ever had to talk with someone about something really important – but you weren’t sure how to do it?”

Choose Your Words Carefully

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Acknowledge the raised hands and ask, “What specifically can make it challenging to talk with someone about something important to you?” Probe for:

- You don’t want to hurt their feelings
- You’re not sure whether you should talk with them about it
- You’re embarrassed about it
- You don’t want to make them mad
- You just don’t want to deal and hope that ignoring it will make it go away
- You like them as more than a friend and you’re worried if you talk about something serious they won’t want to hang out with you anymore

Say, “Whether it’s a friendship or a relationship, it’s important to be able to talk about things that come up. If a friend always teases you and you really hate when he does that – but you never tell him that you hate it – it’s not his fault if he keeps doing it and makes you mad, it’s yours because you didn’t say anything about it!

The big question, of course, is how do you talk with someone about something that’s important to you?” (6 minutes)

STEP 2: On the board write, “Partner A” at head level, followed by “Partner B” about five feet to the right of it. As you’re writing, say, “Let me give you an example. Let’s say I was Partner A, and the scenario was that my significant other wanted me to stay after school and watch their basketball game.” Between the two headers, write “Basketball Game.” Now, I want to be supportive, but I already told my best friend I’d hang out with them. So how do I bring this up?”

Post the newsprint strip that reads, “Hey, can I talk with you about something?” Say, “This is always a good place to start. Giving the other person a heads up that you need to talk will get their attention and let them know that it’s important they listen.” Under the Partner B sign, post the flipchart strip that reads, “Sure, what’s up?”

Say, “If you’re Partner B, you want to respond to let the other person know that not only is it okay for them to talk, but that you’re also going to pay attention to them – not anyone else, not your phone, not a video game – but them. Make sense?”

Under Partner A, post “I can’t go to your game, I’m so sorry.” Ask the students what they think of this as a way of breaking the news to the other person. Ask, “What might be some ways Partner B might respond?”

Once you’ve gotten some reactions, take down, “I can’t go to your game, sorry” and ask, “How do you think Partner B would respond if you said this instead?” and post the large flipchart strip that reads, “I’m not going to your game. Let’s talk later.” Have a few students respond. Ask, “What’s different between the two?” Probe for the fact that the last statement doesn’t explain why and sounds like Partner A is mad or like something’s wrong.

Say, “Clearly, I have some choices as to how I can bring this up – but regardless of what I choose, it’s going to have an impact on how the other person responds. I won’t necessarily know what that impact is until my significant other responds – but I can think before I speak and choose my words carefully. Which is what you are about to do.” (12 minutes)

Choose Your Words Carefully

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 3: Divide the class into pairs. Then put two pairs together to form a group of four. Say, “In each group of four are two pairs. Each pair will represent one person in a relationship, partner A or partner B. This couple needs to talk about an important part of any relationship: how they’re going to deal with technology in their communication with each other and with others about their relationship.”

Hold up an envelope and say, “One pair will receive an envelope that reads ‘Partner A’ and the other, ‘Partner B.’ Inside are strips of paper with individual statements. You are going to create a conversation between the partners using these statements. Here are the rules:

- a. You can only use each slip once.
- b. You are both interested in staying together – you want the relationship to work!

You will have five minutes for each pair to look through their statements to get a sense of what’s there. Then when I say, ‘Go,’ Partner A will start the dialogue with one of their statements. Partner B will then have a minute in which to put down their response. Partner A shouldn’t move forward until I say so.” Answer any questions and distribute the envelopes to the pairs and ask each pair to look at them together and start planning how they will use them. (6 minutes)

STEP 4: After a minute or two, say, “Okay – Partner A, let’s get the conversation started. Put down your conversation starter. Partner B, don’t respond yet.” After a minute, check to make sure all the Partner As have gone, then say, “Okay, Partner B, put down your response. Partner A, read what Partner B put down on the desk. You have a minute to come up with your response. Partner B, please wait to respond until I tell you to.”

Continue to facilitate this process, giving a minute for each “partner” to go, until each has put down five statements. Walk around the room and check their work, giving guidance as needed. As you walk around, tear off a long strip of masking tape and leave it for each group. (14 minutes)

STEP 5: After the last turn, ask students to stop and reflect on their dialogue. As they are reading through, ask them to take the pieces of tape and tape the dialogue to the desk or table top. Then ask groups of four to carefully walk around the room and read the dialogues of the other groups before returning to their original ones. Ask them to sit together as a group of four for the remainder of class.

Process the activity by asking the following questions:

- What was it like to do that? What was [easy, hard, fun] about it?
- What did you think of the conversation you created overall? Did it work out well or did it seem like they still had things to talk about?
- Thinking about your conversation or any of the ones you observed – what did you notice worked WELL in the “couples” discussions? What did you notice did NOT work well?
- What does this tell you about what’s most important when you’re trying to have a conversation about something important?

Choose Your Words Carefully

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

As students respond, write the phrase, “Take-home messages” on the board and record their answers beneath it. If it’s not included by the students, be sure to share the following:

- However you communicate – whether verbally or via text – it’s important to communicate. Otherwise it’s all a guessing game!
- Technology is a big part of all relationships today. Talking up front about what you do and don’t want, and what you do and don’t expect around privacy and the other things we discussed in class is really important.

Distribute and go over the homework assignment. (12 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class activity is designed to achieve both learning objectives, while the homework assignment will reinforce the learning to ensure the objectives are met.

HOMEWORK:

“iRelationship” video clip and worksheet – students are to watch this brief, online video, respond to questions in the worksheet provided and bring their sheets to the next class session.

Note: This lesson was inspired by “Setting Sexual Limits” from Filling the Gaps – http://www.siecus.org/_data/global/images/filling_the_gaps.pdf.

I really like you.

I really like being with you.

I'm so glad that we're a couple.

I really like it when you post photos of us.

I don't want you to post photos of us unless I've seen them and said ok.

Snapchat's ok, but no Instagram posts.

Why don't you ever post pictures of us?

Can I talk to you about something?

I don't like posting photos – they're just for us.

Yes.

Yes.

Yes.

Okay.

I want you to send me a sexy picture of you.

I'm not comfortable doing that.

No.

No.

No.

Sure.

I don't feel like talking right now.

Why are you pushing me?

Me, too.

I really like that people know we're together.

I feel really close to you.

You can trust me.

Everyone does this.

I'm really serious.

I don't want you to check my phone without my saying it's okay.

We should trust each other.

I don't care if you check my phone.

I have nothing to hide, but you need to trust me.

What are you hiding?

I don't like it when you keep texting me and asking where I am.

I don't like it when I text you and you don't respond.

When you only text one word to me you sound mad.

I don't like texting.

We'll only post photos on...

Instagram.

Snapchat.

Other social media if we both agree.

If one of us posts a photo and the other doesn't like it, we'll take it down.

Homework: iRelationship

Name: _____ Date: _____

Instructions: Watch the video, “iRelationship”, which you can find online at <https://vimeo.com/22365117> and then answer the following questions about it.

1. Things seemed to be off to a good start between James and Jessica. What changed and why?

2. What was the main thing James was confused about?

3. What was the main thing Jessica was confused about?

4. What was different about Jessica and Ryan’s encounter on the bus?

5. What could make James and Jessica’s situation better?

Teacher's Guide

Homework: iRelationship

The following offers some possible responses to the open-ended questions connected to the homework video. Student responses that recognize something close to these points, or that bring up other valid points in the teacher's opinion, should be considered correct.

1. Things seemed to be off to a good start between James and Jessica. What changed and why?

James didn't respond to Jessica's final text that first night they were texting, which sent Jessica the message that he wasn't interested in hanging out with her.

2. What was the main thing James was confused about?

Whether Jessica wanted to hang out as friends or whether going out meant they were on a date.

3. What was the main thing Jessica was confused about?

Why James didn't respond after she suggested getting together during their first text chat; also, why James eventually seemed interested, and then took off when they were out together in the park.

4. What was different about Jessica and Ryan's encounter on the bus?

Ryan spoke directly to Jessica. He was clear that he wanted to hang out. Jessica also asked him directly whether it would be a date and he said, again clearly, that it would be.

5. What could make James and Jessica's situation better?

If they avoided guessing what the other wanted or was interested in and just asked – or said so clearly. James and Jessica both talked with other friends about what the friends thought might be going on, but James and Jessica never spoke with each other.

We Need to Talk

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

SH.8.IC.1 – Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

PR.8.IC.2 – Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms

TARGET GRADE: Grade 8
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer
- LCD projector and screen
- PowerPoint: "Communication Skills"
- Role Play Scenarios – one handout per every three students, each cut into individual scenarios (three scenarios per triad)
- Pencils in case students do not have their own
- Homework: "Let's Talk" – one per student

ADVANCE PREPARATION FOR LESSON:

- Print out and cut up the role play scenarios as indicated below. Each triad should receive all three scenarios.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two characteristics of effective listening. [Knowledge]
2. Name at least two characteristics of effective communication. [Knowledge]
3. Demonstrate proficiency with using effective listening and communication skills in scenarios relating to sexual decision-making and safer sex. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Say, "Today we will be discussing how people communicate, specifically around sexuality-related issues. A lot of times when we try to figure out the best way of communicating with people, we focus on what we say, and how we say it. And that's really important. What we also need to keep in mind, though, is that listening is just as important as speaking. We're going to talk about both today, starting with looking at how we can be good listeners when someone is speaking with us – especially about something really important like making decisions about sexual behaviors." (1 minutes)

STEP 2: Start the PowerPoint, "Communication Skills." Explain that there are five things we should all do when someone is speaking with us to ensure we understand what they're saying – and they feel like they've been heard and understood.

Go through the slide, "Listening is Key!" point by point. Once you are done, ask for a student who you know to be a strong participator in

We Need to Talk

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

class to come to the front of the room and sit with you. Ask this student to talk about one of the things they most love to do. As the student speaks with you, model doing all five of the points on the slide WRONG. Once you are sure you have done all five poorly, stop, look at the class and ask, “What did you notice about what I did as [student’s name] was speaking?”

After the students reflect back how they noticed you modeled each of the points on the slide, ask the student how they felt as they told you about what they enjoy doing. Ask if they felt like you were listening to them. What about what you did made them feel like they were not being listened to?

Ask them to start talking again. This time, model all five of the points on the slide CORRECTLY. Once you are sure you have done all five, stop, look at the class and ask, “What did you notice this time as [student’s name] was speaking?”

After the students reflect back how they noticed you modeled each of the points on the slide, ask the student how they felt as they told you about what they enjoy doing. Ask if they felt like you were listening to them. What about what you did made them feel like they were not being listened to? (10 minutes)

STEP 3: Say, “Once you know how to be a good listener, you need to be a good communicator, too – especially when you’re talking to someone about something you feel strongly about.” Go through the second slide in the PowerPoint, titled, “So Is Being Clear!” Model this by asking another student to come to the front of the room. Say, “I want you to pretend to be the teacher, and I’m the student. My grades are slipping and I want to ask you to give me an opportunity to do some extra credit, okay?”

As in the previous example about listening, go through modeling the four points poorly. For example, you may wish to be really unclear about what you want from the “teacher;” to use “you” statements, such as, “you never want to help me improve my grades!;” to interrupt when the “teacher” speaks; and to not be willing to compromise.

Once you have done this, ask the class, “So, how effective of an exchange was that? What could I have done better?” After they have provided some responses, turn to the student who role-played the teacher and ask whether they would add anything else.

Turn back to the class and ask whether anyone would like to try asking this “teacher” for extra credit. When the volunteer comes to the front of the room, remind her/him that they are to try to do the steps well. Give them a few minutes to ask their “teacher” for extra credit, keeping the slide up so the student can refer back to the points.

Once the student has completed their request, ask the rest of the class and the “teacher” how they think the student did. After the feedback, say, “So, to summarize – any kind of discussion between people involves paying attention to both what we say and how we listen. If we miss any of these steps, that’s when misunderstandings can happen.” (9 minutes)

STEP 4: Say, “These examples were about something fairly easy to talk about – grades and extra credit. Let’s look at what it’s like to apply these tips to a conversation about sexuality.”

Break the class into groups of three. Tell them that two of them will be practicing their communication and listening skills using a scenario you will provide, and the third person will

We Need to Talk

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

observe in order to tell them how they did. Let them know that they will be given three different scenarios, and that they will switch each time so that everyone will be the observer once.

Switch to the third PowerPoint slide and keep it posted as a reminder to the students as they role play. Distribute the scenario and ask them to decide who will play each role. Tell them they will have approximately 3 minutes in which to role play.

Once 3 minutes have elapsed, ask students to stop their role plays and the observers to comment on how the first two students did. After about 2 minutes, thank the observers and ask the students to decide who will be playing which roles for the next scenario. Distribute scenario #2 to the students.

Repeat the process as before, reminding the students who are participating in the role play that they have approximately 3 minutes. After 3 minutes, ask them to stop and have the observer weigh in on what they saw. After 2 minutes, thank the observers and ask the students to switch so that the student who has not yet been the observer is now the observer and the other two students can participate in the final scenario role play. Distribute the scenario and remind them they have about 3 minutes in which to role play. As before, ask students to stop after 3 minutes and ask the observer to share their impressions. After about 2 minutes, thank the observers. (17 minutes)

STEP 5: Process the experience by asking the class, “When it came to your small groups which of these things [indicating the PowerPoint slide] do you feel you tended to do well? Not as well? Why do you think that is?” (5 minutes)

STEP 6: Ask everyone to take out a piece of paper and something to write with. Ask them to put their names at the top. Then ask them to write down which of the points about speaking and which of the points about listening resonated with them the most. Then ask them to write down one way they plan to use what you just did in class out in their own lives. Let them know they have about 5 minutes in which to write their answers. (6 minutes)

STEP 7: After approximately 5 minutes, ask the students to pass up their reflection sheets. Explain the homework assignment, which involves having a conversation with a parent/ caregiver and practicing the skills you learned in class. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The small group role plays will achieve the first two learning objectives and provide an opportunity for students to receive feedback on their understanding of the communication and listening skills discussed in class. In addition, the brief self-reflections at the end of class will achieve the third learning objective and enable the teacher to ascertain which of the points resonated with the students and how they intend to use these skills in the future.

HOMEWORK:

“Let’s Talk” worksheet – ask students to complete the worksheets and bring them to the next class with them.

Scenario One

Person one: You are at the beginning of a relationship with someone and are thinking it might go to the next level sexually. You don't think they've been with anyone else so you don't think you need to use a condom. You're excited to tell your friend about your plans!

Person two: Your close friend is at the beginning of a new relationship and is thinking of taking it to the next level sexually with the person they're seeing. Unfortunately, they have zero interest in using condoms. You want to try to convince them that it's important to do so if they want to avoid STIs and/or pregnancy.

Scenario Two

Person one: You have every intention of staying abstinent until you're older. That doesn't mean, however, that you're against showing affection in other ways that don't carry a risk for STIs and/or pregnancy. Person two is the person you've been seeing – and who wants to start having sex with you. How can you let them know you want to stay in the relationship but stick with your decision to wait to have sex?

Person two: You have never had sex before, but you've dated and kissed and made out with people. You really like person one and have been spending a lot of time together. You feel like if there's anyone you could have sex with, it's them – but they seem to want to wait. Can you see whether you might be able to get them to change their mind?

Scenario Three

Person one: You and person two have talked about it and think you're ready to have sex for the first time. Neither of you has ever had sex before. I mean, you've done other stuff with people, but not sex. Do you need to speak with person two about safer sex or are you good? How do you do that?

Person two: You and person one have talked about it and think you're ready to have sex for the first time. You haven't really had intercourse before – I mean, there was that one time when you got pretty close to it – but that doesn't really count, does it? Do you need to speak with person two about safer sex or are you good? How do you do that?

Homework: Let's Talk...

Dear Parent/Caregiver:

Today in class, we learned some new communication and listening skills. Because our unit now is on human sexuality, we practiced those skills within the context of sexual decision-making.

For homework, we'd like you to have a brief conversation with your 8th grader about something you'd like them to know relating to sexuality. Not sure what to ask about? Here's a list of some possible topics:

- At what age do you think it's okay for people start having sex and why?
- What's the best way of making sure you treat a romantic partner with respect – and that you are also treated with respect?
- When you are ready to be in a sexual relationship, what's the best way of talking about safer sex with your partner?

Please know that you will not be asked to share the content of your conversation, so it can be about any of these or a totally different sexuality-related topic.

Once you've had this conversation, please sign below and ask your 8th grader to respond to the question that follows. Then ask your child to return it during the next class.

Student Name: _____

Parent/Caregiver Signature: _____

Dear Student,

Which of the listening and communication skills did you use in your discussion with your parent/caregiver? How did it go?

Talking Without Speaking: The Role of Texting in Relationships

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.CC.5 - Describe the advantages and disadvantages of communicating using technology and social media.

HR.8.INF.2 - Analyze the impact of technology and social media on friendships and relationships.

TARGET GRADE: Grade 8
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with PowerPoint on it
- Worksheet: "Beth and Sam" – enough copies for half the class
- Homework: "Let Me Think About It" – one per student
- White board and markers (at least one marker should be red, and one should be green, if possible)
- LCD projector and screen
- Powerpoint: "Talking by Texting"

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least one thing they do and don't like about communicating via text. [Knowledge]
2. Identify at least two ways in which people can miscommunicate via text and the impact these miscommunications can have on their relationship with another person. [Knowledge]
3. Explain at least one way of texting clearly and respectfully with another person in an effort to avoid misunderstandings. [Knowledge]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Say, "Today we are going to be talking about the types of social media you all tend to use, and what you do and don't like about them. What are you currently using?" Record the list on the board.

Examples might include:

- Instagram
- Vine
- Facebook
- Snapchat
- YouTube
- Tumblr
- Twitter

Once you have a list brainstormed ask, "What are the things you like about these? What don't you like about them?" With the green marker, record what they say they like, and use the red marker to record what they say they don't like.

Talking Without Speaking: The Role of Texting in Relationships

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

Ask, “How many of you have ever messaged with someone, either using a phone for texting or some other app?” After a few hands have been raised ask, “Have you ever misunderstood what someone meant when they messaged you – or had someone misunderstood what you meant?” After a few responses say, “It’s really common for this to happen. Let’s take a look at why that might be, and what we can do about it.” (8 minutes)

STEP 2: Start the PowerPoint, “Talking by Texting.” Say, “Sometimes we don’t know what a person means because there’s no feeling behind the text. Or, people use shorthand – they think they’re being super clear, but we’re not sure what they mean, and vice versa. Let’s take a look at a few examples.”

Go to slide #2, and go through each example one at a time. Use the following as a guide:

Example One: Someone writing “Thx” vs. “Thanks” can sometimes communicate flirting – or just affection if it’s done between friends or family members. In other cases, it’s just a quick short-hand, and have no meaning behind it.

Point out that person one said “I enjoyed hanging with you yesterday” but person two did not say, “Me, too.” Ask students whether they noticed that, and what they think. If they were Person One, how could they follow up to see whether Person Two enjoyed hanging out with them?

Example Two: Ask the students what they think Person Two is saying in their response, as well as how Person One might interpret that answer. Ask them to share what they think Person Two could have done differently.

Example Three: Ask students about Person Two’s response. Explain that with punctuation in texts, the number used communicates different things. One question mark would have communicated confusion – three can communicate “I’m annoyed with you.” Ask what Person Two could have said to be clearer.

Example Four: Ask students what the symbol on the slide means, probing for “I’m texting you back.” Talk about how it feels to be waiting for a response – or how it feels to see those, have them disappear, and then reappear. This communicates that the person is writing and re-writing their response. In other cases, people aren’t planning to respond, but hit a random letter, and so the dots will remain there until they delete the random letter. This can be really confusing to and raise anxiety for Person Two, depending on what they’re discussing.

Example Five: Ask, “What are some reasons why a person may not text another person back?” Probe for:

- They may not feel like talking/not like you
- Somebody may have come up to them
- They might have gotten another text from someone else
- They might have gotten distracted

Say, “Has anyone ever been ignored by another person? What does that tend to feel like?” After a few responses, go to the next slide and say, “Not responding at all to a text is like

Talking Without Speaking: The Role of Texting in Relationships

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

ignoring someone. And even though you may have a reason for not responding, the other person doesn't necessarily know that. Go to Slide #5 and say, "Emojis can help – as you know, this represents only a small number of what's out there! The only problem is—" go to slide 6—"even Emojis can't communicate everything you're trying to communicate sometimes. Say Person One asks Person Two to hang out – A thumbs up is pretty clear that Person Two is up for it; what could the second Emoji communicate? How about the last two?" If it's not mentioned, talk about how the fourth Emoji can be used to communicate an expectation of doing something sexual. (13 minutes).

STEP 3: Ask whether they know of anyone who had a fight with a friend or boyfriend or girlfriend via text or other messaging. Ask for examples of what the fight was about. Pull out themes, probing for issues relating to what was said and how it was said – as well as how each person responded.

Say, "Talking by text is really similar to talking in person or talking over the phone or by Skype – but there are some real differences. Let's figure out how we can text in ways that are clear – and don't put us into awkward or even unsafe situations."

Divide the class into pairs. Hand out the Beth and Sam Worksheet and ask for individual volunteers to read the first three paragraphs aloud. Tell pairs they will have about 10 minutes to read the text dialogue and answer the questions on page 2 together. (12 minutes)

STEP 4: After about 10 minutes, process in the larger group by going through the questions on the worksheet. Make sure to make the following points:

- Just like with in-person conversations, people can misunderstand or miscommunicate via text. ☐
- The main difference between a difficult conversation or disagreement via text rather than having it in person is that a person can put down their phone and not respond, which can feel hurtful and disrespectful to the other person. ☐
- Texts that you thought were fine to send but were misconstrued by another person can be forwarded on to other people, which can blow the situation out of proportion and make a private disagreement public. ☐ (15 minutes)

STEP 5: Distribute the homework sheet, which asks them about their own use of cell phones to communicate with others, and ask them to return it during the next class session. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first learning objective will be accomplished during the whole-class brainstorm activity. The second learning objective will be addressed during the short PowerPoint presentation and discussion, and reinforced by the paired worksheet activity, the latter of which will also fulfill the third learning objective.

HOMEWORK:

Students will complete a self-assessment of their own cell phone use with a specific focus on communicating via text.

Talking Without Speaking: The Role of Texting in Relationships

Worksheet

Beth and Sam

Beth and Sam have been going to the same schools since Kindergarten. They only knew each other to say hi, but never really spent time together. When they got into middle school, things started to change – they started looking for each other in the hallways and then looking away and smiling. They also started asking other friends about each other. Finally, near the end of 8th grade, Sam got Beth’s number and texted her: “Hey.”

Beth responded with, “Hey you ;)” and Sam said, “sup?” and the texting went on from there. About a half an hour later, Sam asked Beth if she wanted to hang out after school the next day, and she said she did. Within a few days, they were officially a couple.

Sam and Beth spent a lot of time together. They also texted a lot – even just quick texts like, “hey boo” and “love u.” About a month into the relationship, Sam noticed those quick texts weren’t coming as often. He wants to talk with Beth about it but isn’t sure how.

Here’s what he tried:

Hey u ok? S

Yes. Why wouldn't I be ok? B

IDK. You seem off. S

? B

What does off mean? B

Like there's something wrong w me? B

Chill I mean u seem like distant. NM. S

Don't tell me to chill I hate that. B

You can't say never mind. You brought it up. B

Hello?? B

I shouldnta said anything. We're good. S

Um no we're not good... B

Names: _____

QUESTIONS:

1. What happened here? _____

2. What made it go from being a friendly text to an argument? _____

3. Why do you think Beth responded to Sam's text as she did? _____

4. How did Sam's response to Beth make things worse, not better? _____

5. Now that this has happened, what do you think Sam should do next? What do you think Beth should do next? _____

Let Me Think About It: How I Use Technology to Communicate

Name: _____ Date: _____

Instructions: Fill out the following survey about how YOU use technology to communicate with others in your life.

1) Do you own a cell phone? Yes No

If yes, at what age did you get your cell phone? _____

If no, why not? _____

2) What do you use your cell phone for? (Check all that apply):

Talking to friends/a boyfriend or girlfriend _____

Texting with friends/a boyfriend or girlfriend _____

Taking and sharing photos on SnapChat, Instagram or other social media? _____

On social media sites like Facebook or YouTube? _____

Playing games? _____

5) What do you like about being able to text with friends/a boyfriend or girlfriend?

6) What do you NOT like about texting with friends/a boyfriend or girlfriend?

7) How do you think your life would be different if you didn't have technology to communicate with other people?

(Adapted from Where Do You Draw Your Digital Line? <http://www.expectrespectaustin.org/uploads/general/pdf/that's%20not%20cool%20lesson%20plans%20for%20teachers.rev.pdf>)

Warning Signs: Understanding Sexual Abuse and Assault

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PS.8.CC.1 – Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

PS.8.CC.2 – Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong.

PS.8.AI.1 – Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted.

TARGET GRADE: Grade 8
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop connected to the internet
- LCD projector and screen
- White board and markers
- Newsprint paper and markers (if pre-writing the chart is described on page 4)
- Homework: "Taking Action: Making Sexual Assault Stop" - one per student
- Pencils in case students do not have their own
- Speakers to project audio from videos

ADVANCE PREPARATION FOR LESSON:

- Make sure you have internet access in your classroom and that you have had these links unblocked for your use:
 - Rape and Sexual Assault: <http://www.hrmvideo.com/catalog/rape-get-the-facts>
 - The Signs: <https://www.youtube.com/watch?v=He1pu4VwKdM>
- Right before class, open the videos and make sure they are working; keep the links open and minimized so they are ready when you need them.
- Be sure to tell the school counselor that you will be addressing this topic in class and invite them to sit in in case a student discloses any current or past abuse or is triggered by what is discussed. If the counselor is not available, you may wish to follow up with them after the class as needed to let them know whether you observed anything in any of the students that would make you feel concerned and merit follow-up.
- If the school counselor is not available, it would still be useful to have another adult in the classroom in case a student needs to step out of the class or is otherwise particularly distressed by the material.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two different types of sexual assault. [Knowledge]
2. List at least one example of each of the following: mutual consent, unfair manipulation, threats and aggression. [Knowledge]
3. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted. [Knowledge]
4. Demonstrate an understanding of how to report a sexual assault or abusive relationship. [Knowledge, Skill]

Note to the Teacher: Another option for addressing this topic that can be very powerful is to have survivors of relationship abuse or sexual assault come to speak with your class. Regardless of whether you choose to do that or conduct the lesson as written, be sure to coordinate with your school counselor, as discussing the topics in this

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Lesson can be overwhelming or triggering for some students who may have experienced assault. If you do choose to present a panel, be sure to vet your panelists thoroughly. Try to invite survivors of different genders to break stereotypes that only men abuse and only women are abused.

In addition, regardless of whether you have a panel or use this lesson, it is a good idea to let students know during the previous class that you will be addressing this topic the next time you meet with them. This gives those who may be survivors of abuse or trauma who may wish to miss this class session to avoid being triggered and re-traumatized the opportunity to take care of themselves.

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Explain to the students that you are going to be talking about a particularly intense topic today – sexual abuse and assault. If you have already created groundrules for your classroom, be sure to highlight them before starting the lesson. If you don't have any already created, explain to the students that you are going to ask them to be particularly sensitive and respectful during this class session. (2 minutes)

STEP 2: Say, "Talking about sexual abuse and assault and harassment can sometimes be really clear and straight forward. For example, you may know already that rape and sexual assault are when someone is forced to do something sexual they don't want to do. Let's take a quick look at some basic information about sexual assault."

Play the video clip, "Rape: Get the Facts" from <http://www.hrmvideo.com/catalog/rape-get-the-facts>. Stop the video at 2:00 after McPherson says, "It's a men's issue."

Ask the students, "What facts stood out to you about this clip?" Probe for the following:

- That sexual abuse and assault happens so often in the US
- That it happens so often to people when they're really young
- That most people know the person who assaulted them
- That it happens to boys and men, too
- That it happens to people of all races and ethnicities and other backgrounds

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Ask, “What do you think one of the women interviewed meant when she said, ‘rape is about power and control, it’s not about sex?’” (As you ask this, be writing the phrase, “rape is about power and control, it’s not about sex” on the board).

Probe for:

- People who rape aren’t concerned about what the other person wants – it’s all about “conquering” the other person and getting them to do what they want them to do.
- Even though the overpowering is done through a sexual behavior, the overpowering of the other person is the turn-on, it’s not the sex act. People of all ages, body types and appearances are raped or sexually assaulted. It’s not about physical attractiveness, it’s about someone deciding that another person is vulnerable in some way and taking complete control away from that person.

Say, “The social worker talking about boys and men who are sexually assaulted said, ‘For a boy or man to report a sexual assault really takes a lot.’ Why do you think it may feel more difficult for boys and men to report sexual assault?” Probe for:

- Because if a heterosexual guy is assaulted by another guy, he may be worried that other people think he is or “will become” gay because of what happened (be sure to tell them this is not the case).
- If the guy who was assaulted actually is gay, he may feel unsafe reporting it to someone else because he might be worried they’ll discriminate against or further victimize him (or simply not care).
- If the rapist is female, he may feel like no one will believe him – or won’t understand why he could not overpower her or otherwise get away.

Say, “Don McPherson, the last person who spoke in the clip, talked about how people often think of rape and sexual assault as women’s issues, since the majority of people who report being assaulted are women. What do you think he meant when he said that rape is a men’s issue?” Probe for:

- Even though anyone of any gender can assault a person of any gender, the vast majority of rapes and sexual assaults in the world are committed by men. So in addition to helping people who are survivors of rape and sexual assault, we need to focus on trying to keep boys and men from ever believing they have a right to force someone else to do something sexual.
(15 minutes)

STEP 3: Say, “I mentioned before that when someone forces someone to do something they don’t want to do, it’s pretty clear cut that it’s sexual assault. But what happens when it’s unclear? We’re going to do an activity now where we look at what’s okay and not okay when it comes to sexual touch and behaviors – how we can be clear about what we do and don’t want to do – and how we can be sure to recognize whether the other person is really giving their consent to – meaning, actively saying “yes” and that you are sure they want to be kissed or touched by you.” (2 minutes)

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STEP 4: Either have the following written on the board with the video screen covering it, or have it pre-written on newsprint and post it at this point:



Say, “I’m going to start at the far right, because we just talked about this, and as I said, it’s the most obvious and easily recognizable example of sexual touch that is never okay, and illegal.

Rape/Sexual Assault is when someone forces another person to perform a sex act, such as vaginal, oral or anal sex. This includes when someone uses an object to – and in some states, even a finger.

Aggression is more random touching – like someone walks by someone and pinches them or touches a sexual body part – where the act is over before the person could have even given their consent. This is a type of assault, even if it may have been intended as a joke or as teasing.

Threats refers to when someone tells the other person that if they don’t do something sexual with them, there will be consequences that are not physical – for example:

- ‘If you don’t have sex with me, I’ll go out and find someone who will.’
- ‘If you don’t have sex with me, I’ll just tell people you did anyway.’
- ‘If you don’t do this, I’ll forward those sexy pictures you texted me to everyone you know.’

Unfair Pressure is when someone uses what they know is important to the other person to get that person to do what they want. It’s not restricted to sexuality-related things, but we’re going to keep focused on that. For example:

- When someone says, ‘I love you’ to someone even if they don’t, because they think saying that will get that person to do something sexual with them.
- When someone keeps pressuring the other person, knowing that that person will eventually give in just to make the pressure stop.

Mutual Consent:

Mutual consent is essential in any relationship. It’s when both people actively say what they want, and both people agree to any behavior that they are going to do together. When we are talking about doing something sexual in nature, you need to ask your partner if they want to do it. Do they want what you want? Never assume that just because someone doesn’t verbally say “no” it means that they are good with it, always ask. And if you can tell your partner doesn’t feel right about doing something, back off and consider something else.”

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Likewise, if you don't feel right about doing something, speak up and say it."

Say, "That was a lot to go through! What's your reaction to seeing all these? Do you have any questions?" (14 minutes)

STEP 5: After answering any questions or facilitating comments from the class, say, "Remember the part in the last video when it said that in most cases sexual assaults are committed by someone who knows the person they assault? This can, unfortunately, also be a family member. When it's committed by a family member it's called 'incest.' And sometimes, it can be a partner or spouse who is abusive, whether physically or not. For the next part of class, we're going to take a look at some of the abuse that can happen in those types of relationships."

Show the video clip, "The Signs."

Process by asking the following questions:

- "How do you think Amanda is feeling when Nick first asked her out?"
- "What was the first sign that there was something off about the relationship?"
- "How did Nick respond after their first argument? Do you think this was a healthy way to respond or not?"
- "Where would you put the different interactions between them on the chart?" Write these up on the board/newsprint.
- "When the relationship started moving from Mutual Consent to the right, what impact(s) did it have on Amanda? What about on her best friend, Ashley?" (14 minutes)

STEP 6: Say, "We often hear the term 'dating or domestic violence,' when abusive relationships may not be physically abusive at all. The point here – and the theme that runs throughout these videos and all the information we have been discussing during this class -- is 'power and control.' And while you may hear 'power and control' and think that's something you'd want -- it's not something that should be a part of a healthy relationship. So even if you're the one doing the manipulating and controlling, your relationship isn't healthy. And keep in mind – some of the behaviors we've been talking about are also illegal.

Someone who is being abused or assaulted should speak up if they can so that others can help make the abuse stop and so that it won't happen to someone else."

Say, "The first step in making it stop is to know how. So the homework for this class will be to visit at least one of the websites on the sheet I'm about to hand out to you and answer some questions I've asked." As you distribute the homework assignments, say, "This is a very intense topic we've discussed. The school counselor knows we were going to talk about this today. So if you have more questions and you want to talk about this more, you can speak with the school counselor – or of course, you can always come to me to talk." (3 minutes)

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RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

This lesson is very affective and discussion-based; as such, the teacher will need to assess understanding of the first four learning objectives and material during the discussions as part of student participation. It is also important to keep in mind that if students have had any personal experience with abuse or assault, they may participate less – which does not necessarily mean they are not understanding the material. The homework assignment will give students the opportunity to demonstrate their understanding of some of the class content, while also achieving the fifth learning objective.

HOMEWORK:

Students will be given a sheet listing several websites that are age-appropriate for them that lists additional facts, as well as information about how to report abuse or an assault, and will be asked to visit at least one site and respond to several questions about it.

***Note to the Teacher:** Be sure to return these homework sheets to the students after you've reviewed them so they will have the website information to keep moving forward.*

Note: Consent chart adapted from an activity in the curriculum "Sexual Violence in Teenage Lives: A Prevention Curriculum." Planned Parenthood of Northern New England, 1994.

Homework: Taking Action Make Sexual Assault and Abuse STOP

Name: _____ Date: _____

Please choose one of the following websites and respond to the questions listed below about that site:

- Break the Cycle: <http://www.breakthecycle.org/>
- Love is Respect: <http://www.loveisrespect.org/>
- Rape, Abuse and Incest National Network (RAINN): <https://rainn.org/>

Which site did you visit? _____

1. Name two facts about sexual abuse or assault from your site that you didn't know already:

a. _____

b. _____

2. What is this site's phone hotline or text line for talking with someone about an assault or abuse?

3. If you knew someone who had been assaulted or abused, would you refer them to this site? Why or why not?

Birth Control Basics

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.CC.3 - Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.

PR.8.CC.4 - Define emergency contraception and its use.

PR.8.AI.2 - Identify medically-accurate information about emergency contraception.

TARGET GRADE: Grade 8
Lesson 8

TIME: 50 Minutes

MATERIALS NEEDED:

- Index cards – one per student
- One set of the seven method cards for students' use
- One set of the seven method cards with two additional copies of the "Dual Use" card for use by teacher
- One set of the three category cards
- Newsprint – one piece, posted at the front of the room
- Markers
- Masking tape
- Optional – a birth control kit with the above methods to show students (*Note: Many Planned Parenthoods sell birth control kits as does Total Access Group here http://www.totalaccessgroup.com/contraceptive_demonstration_educator_kit.html*)

ADVANCE PREPARATION FOR LESSON:

- Print one set of the three category cards with one each of the following per page:
 - Protects for a Few Years (Long-Acting Methods)
 - Protects for a Month (Short-Acting Methods)
 - Protects right now
- Seven method cards copied double-sided so that the method is on one side and the three statements are on the other side – two sets needed as noted in the materials section
 - abstinence
 - external condoms
 - pills/patch/ring
 - IUDs/shot/implant
 - withdrawal
 - emergency contraception
 - dual use

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy. [Knowledge]
2. Correctly recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, which makes using effective birth control important. [Knowledge]
3. State correctly what emergency contraception is. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a

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vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the topic by explaining that birth control, sometimes called contraception, is a way to prevent a pregnancy if a different sex couple has vaginal sex. There are many different kinds of birth control that work by preventing the sperm and egg from joining in a variety of ways, if they are used consistently and correctly. This means the method is used every time the way it was intended. (2 minutes)

STEP 2: On the left end of the board draw a horizontal line running all the way to the other end of the board.

Note to the Teacher: You’re creating a timeline. On the left end write the typical age of your 8th graders, likely 13 or 14.

Explain to students that this lesson will look a bit at their future through the end of middle school, over the summer and into high school.

Ask students to raise their hands if they think they may want to have children or become parents someday. Acknowledge that some might and some might not and either is fine. Ask students what someone would need to do in order to be ready to have a child. As students brainstorm responses, write them on the newsprint posted near the timeline you have created. Students will likely suggest things like have money, have a job, have a place to live, etc. Ask students, “Based on all the things on this list, what is the best age to have children, knowing that people’s personal experiences can vary a lot?” (As students call out answers, write them under the timeline with a tick mark indicating where they fall. Students might give answers ranging from late teen years to early adulthood.) Summarize by saying, “Okay, now that we know what someone who wants children has to do to get ready by ages (insert ages they gave you), let’s look at what they can do to reach those goals.” (5 minutes)

STEP 3: Draw a stick figure above the timeline all the way to the left side. Introduce the stick figure you have drawn by stating they are currently an 8th grader like you. Say, “The stick figure wants to have children someday, but not any time soon. They are trying to decide if they should have vaginal sex or not. Let’s imagine that they wait until they are older—maybe 16 before they have vaginal sex.”

Note to the Teacher: Write the age of 16 on the timeline above where the stick figure is.

Say, “And this person also agrees with what we’ve brainstormed about what they need to do in order to be the best parent they can be. So maybe they want to wait until they are out of high school before they have children. Generally someone is done with high school at age 18.”

Note to the Teacher: Write the age 18 on the timeline a few inches down from where you wrote age 16.

Say, “So once this 8th grader is done with high school, have they done everything on this list we created?”

Birth Control Basics

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Note to the Teacher: Generally the answer is “no” but allow students to respond authentically here since some may be children of young parents.

So, let’s say this person wants to wait a few more years after high school to have children, maybe until they’re 21 years-old.”

Note to the Teacher: Write the age 21 on the timeline a few inches down from age 18.

Say, “Now let’s do some simple math. If this stick figure decides to have vaginal sex while they are age 16 but doesn’t want to have children until age 21, how many years do they need to protect themselves from starting a pregnancy?”

Note to the Teacher: The answer should be 5 years.

Say, “We know the most effective way for this stick figure to absolutely make sure that they don’t start a pregnancy is by delaying having vaginal sex, until they are older. So let’s imagine that our stick figure is able to do that. Maybe they show their affection for people they are dating in other ways, but they do not have vaginal sex until age 17.

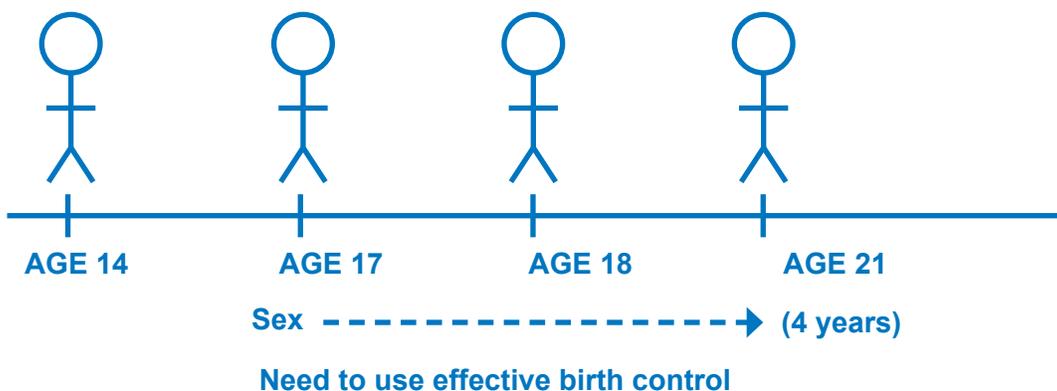
Note to the Teacher: Write the word “sex” under the age 17 on your timeline.

Now, between age 17, when they decide to have vaginal sex, until age 21, when they think they want to start having children, how many years is in between there?”

Note to the Teacher: The answer is 4 years so draw an arrow under the timeline from age 17 to 21 and the words ‘need to use effective birth control’.

Say “So we have narrowed the gap a bit by waiting from 5 to 4 years. But, four years is still a really long time! So this stick figure, if they decide to have vaginal sex will need to use effective birth control during that time period to make sure they don’t start a pregnancy until they want to. And keep in mind that we’re only talking about pregnancy today, but they will also need to protect themselves from STDs too.”

Note to the Teacher: At the end, this is what your timeline should look like. (5 minutes)



STEP 4: Explain by saying, “There are many methods of birth control available to people who want to wait to have children until later in life or who may never want to have children.” Introduce the three categories and tape each category to the board to form three columns as you talk. Say, “All of these methods work a little differently but some protect right now,

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some protect for a short time, like one month, and some protect for a long-time, sometimes even a few years.” Review the following 7 methods of birth control one at a time by showing the card with name of the method on it, stating the information about the method below and then tape the method card in the correct column you have already created.

“Abstaining from vaginal sex is the only 100% effective way to prevent pregnancy when done consistently and correctly. In fact, it is the method used by most 8th graders. Ask students what you mean by “when done consistently and correctly.” Affirm or correct their statements until you feel satisfied that they understand that abstinence only works when people use it every time. This means a penis not going inside another person’s vagina. Tell them that most people are not abstinent forever but choosing to delay having sex until you are a bit older can be a very healthy choice.” [Place in the “protects right now” category.]

“External condoms (sometimes called male condoms) are worn on a penis. Anyone can buy them at the store (including 8th graders) and they are very effective at preventing pregnancy when used consistently (meaning every time a couple has vaginal sex) and correctly. They also have the added bonus of protecting against most sexually transmitted diseases or STDs.” [Place in the “protects right now” category.]

Note to the Teacher: *You will notice that we use the phrases “external” condom. Explain that, while students may be familiar with the terms “male” condom, you are using these terms to reflect how the methods are used, rather than to assign a gender to them.*

“The birth control pill, the patch and the ring all contain hormones that are very effective at preventing pregnancy. The patch and the ring work for a month at a time and then have to be replaced. The patch you replace once a week and the ring you replace once a month. The pill needs to be taken once a day, at the same time every day. A pack of pills lasts one month and then you need to start the next pack. These are called short-acting methods that you can get from a clinic.” [Place in the “short-acting- protects for a month” category.]

“Most IUDs, the shot and the implant contain hormones that are very effective at preventing pregnancy for anywhere between a few months (3 months for the shot) and many years (up to 10 for some IUDs). These are called long-acting methods that you can get from a clinic too.” [Place in the “long-acting- protects for a few years” category.]

“Withdrawal, often called pulling out, is when a penis is removed from a vagina before sperm are ejaculated to prevent pregnancy and while it is not as effective as some other methods, it is definitely better than not using anything. It is not, however, the same thing as abstinence.” [Place in the “protects right now” category.]

“Emergency contraception, often called Plan B, is medicine that is taken after unprotected vaginal sex to prevent pregnancy and the sooner it is taken after vaginal sex, the more effective it is.” [Place in the “protects right now” category.]

“Dual use is when people who have vaginal sex want to get the most effective protection possible by using a condom in addition to another method (a condom and the pill, a condom and the IUD). This doubles their protection and helps protect them against both unintended pregnancy and sexually transmitted diseases. But this does not apply to using two condoms at the same time, which should not be done, as that can cause the latex to break.” [Place a dual use sign in all three categories to show that a wide variety of methods can be used together.] (15 minutes)

Birth Control Basics

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Note to the Teacher: At the end, your board should look like this.

Protects Right Now	Protects for a Month (Short-Acting Methods)	Protects for a Few Years (Long-Acting Methods)
Abstinence	Pills/Patch/Ring	IUDs/Shot/Implant
External Condoms	Dual Use	Dual Use
Withdrawal		
Emergency Contraception		
Dual Use		

STEP 5: Explain that the next activity will help students learn a bit more about the benefits of the various methods and how well they work when they are used correctly and consistently. Explain that the class will be playing a game called “Which One is Not True.” Select seven student volunteers and have them come to the front of the room.

Note to the Teacher: Select students who you think would not be too embarrassed to participate and can handle the activity maturely.

Give each of the seven volunteers one of the seven method cards and have them review the three statements on the back of the card to prepare to read them aloud to the class.

While volunteers are preparing, explain to the rest of the class that each of the seven students will be representing one of the methods of birth control that are on the board. The students will be sharing three statements about the method but only two will be true and one will be a lie. The class needs to decide which statement is the lie and be able to explain why it’s a lie.

Once the seven students are ready, have them reveal which birth control method they are and read aloud the three statements. Ask the class to guess which statement is the lie and explain why it’s a lie adding in accurate information as needed and correcting any misinformation that might come up. Continue playing until all seven methods have been shared. Once done, thank the volunteers and have students return to their seats.

Note to the Teacher: You can turn this activity into a competitive game with teams and points if you think your students will respond well and you have the time and set-up that would allow this. (20 minutes)

Birth Control Basics

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

STEP 6: Close by returning to the stick figure. Say, “Now knowing more about birth control, what methods do you think would be effective for this person if they were to have vaginal sex right now? What about when they are in high school?” Take some ideas and make sure to reinforce that delaying vaginal sex is the most effective way to prevent pregnancy, and if anyone chooses to have vaginal sex and they are not ready for a possible pregnancy, that using two methods together (dual use) can be very effective. Assign homework and close the lesson. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The Two Truths and a Lie activity will accomplish the first and third learning objective while the stick figure timeline discussion will accomplish the second learning objective.

HOMEWORK:

Have students write something they had heard about condoms and weren't sure whether it was true or false on an index card.

Abstinence

Statement 1) Abstinence, if used consistently and correctly, is 100% effective at preventing pregnancy.

Statement 2) Abstinence can help by delaying the possible consequences of sex.

Statement 3) Abstinence never fails.
(NOT TRUE – Abstinence can fail if, for example, a person is under the influence of drugs or alcohol and doesn't stay abstinent.)

External Condoms

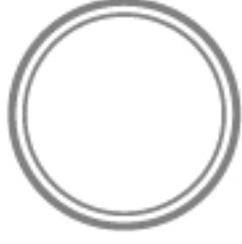
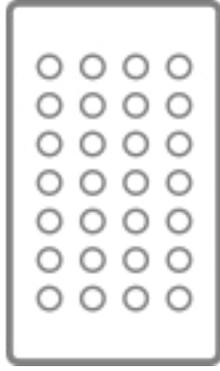


Statement 1) Condoms can help make sex last longer.

Statement 2) Condoms provide protection, so using two condoms at once is better. (NOT TRUE – Using two condoms at once can cause the condoms to slip off or break from the friction. Instead use two different methods – condoms and a hormonal method for added protection.)

Statement 3) Condoms, if used consistently and correctly, are 98% effective at preventing pregnancy.

Pills/Patch/Ring



Statement 1) The pill, patch and ring can help reduce menstrual cramps and make menstrual periods shorter.

Statement 2) The pill, patch and ring, if used consistently and correctly, are each 99% effective at preventing pregnancy.

Statement 3) The pill, patch and ring, if used consistently and correctly, are also really effective at preventing STDs.

(NOT TRUE – The pill, patch and ring ONLY provide protection from pregnancy but do not provide any protection against STDs. So using a condom along with one of these methods will help increase the protection against pregnancy and protect against STDs.)

IUDs/Shot /Implant



- Statement 1)** You can get the IUD, shot and implant at pharmacies like Target, Walgreens or CVS.
- (NOT TRUE – The IUD, shot and implant require a person to go to a health care provider.)
- Statement 2)** Many people who use the IUD, shot or implant experience much shorter and lighter menstrual periods.
- Statement 3)** The IUD, shot and implant, if used consistently and correctly, are 99% effective at preventing pregnancy.

Withdrawal

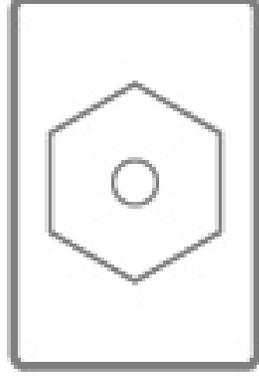
Statement 1) Withdrawal or pulling out, prevents most STDs.

(NOT TRUE – Since withdrawal does not prevent skin-to-skin touching or fluid exchange, if one person is infected with an STD it can still be passed to their partner even if they used withdrawal perfectly.)

Statement 2) Withdrawal is more effective at preventing pregnancy than doing nothing if someone has unprotected sex.

Statement 3) Pre-ejaculatory fluid (or “pre-cum”), which comes out of a penis when it is erect, may contain some sperm. Withdrawal cannot prevent this “pre-cum” from getting inside a vagina.

Emergency Contraception



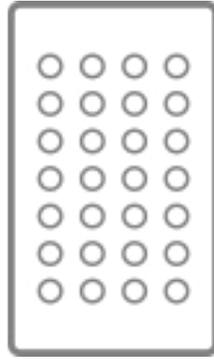
Statement 1) Anyone of any age and gender can buy emergency contraception from a drugstore like Target, CVS, Rite Aid or Walgreens.

Statement 2) The sooner after unprotected vaginal sex a person takes emergency contraception, the more effective it is. It must be taken within five days after unprotected sex.

Statement 3) Emergency contraception works by forming a barrier in the fallopian tube which prevents sperm from passing through.

(NOT TRUE – Emergency contraception works mostly by telling the ovaries to not let any eggs out and sometimes by preventing the egg from being fertilized.)

Dual Use



+



Statement 1) Dual use generally means using a condom in addition to another method of birth control for STD and pregnancy prevention.

Statement 2) A person would need to get a doctor's permission before they used dual use with their partner.

(NOT TRUE – Dual use is something two people can decide on their own if they want to increase their protection.)

Statement 3) A person of any age is legally allowed to buy condoms at a drugstore like Target, CVS, Rite Aid or Walgreens.

Protects for a Few Years (Long-Acting Methods)

Protects for a Month (Short-Acting Methods)

**Protects
Right Now**

Using Condoms Effectively

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.SM.1/SH.8.SM.1 – Describe the steps to using a condom correctly.

TARGET GRADE: Grade 8
Lesson 9

TIME: 50 Minutes

MATERIALS NEEDED:

- Wooden penis model (available for purchase from Total Access Group at http://www.totalaccessgroup.com/contraceptive_demonstration_educator_kit.html) or banana
- At least three latex external (“male”) condoms
- Plastic model of a uterus and accompanying reproductive anatomy (available for purchase from Buyamag at https://www.buyamag.com/birth_control_models.php)
- One internal (“female”) condom
- Handout: “Condom Steps” for condom order activity prepared as described above – one set per every 3 students
- Envelopes for condom order activity sheets, one per every 3 students
- Homework: “Media Hunt—Did They Use Condoms?” one per student
- White board and markers
- Pencils in case students do not have their own.

ADVANCE PREPARATION FOR LESSON:

- Print out enough copies of the handout, “Condom Steps” for every three students to have a full set. Cut out the individual steps and place an entire set into an envelope (for example, if you have 21 students, you would make 7 sets of the sheets).
- If you have not performed a condom demonstration in front of a class, it is a good idea to practice in advance.
- Confirm with your supervisor or district policy that you are allowed to do a condom demonstration. If you are not able to do a condom demonstration, consider showing a video on how to use condoms correctly (factsaboutcondoms.com) or playing an online condom line-up game (sexetc.org).

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe correctly, and in order, the steps to using an external condom. [Knowledge]
2. Describe how an internal condom is used. [Knowledge]

A NOTE ABOUT LANGUAGE:

Throughout this lesson and curriculum, we are using the language of “internal” and “external” rather than “female” and “male” condom. This is to emphasize the body parts the different condoms are used with rather than a particular gender. This makes your classroom more gender-inclusive – as well as more accurate, as the so-called “female” condom, for example, can be used for anal sex. A cut-open, flavored “male” condom can be used for oral sex.

PROCEDURE:

STEP 1: Tell the students that you are going to focus today on condoms, which are the only methods that provide protection against both pregnancy and STIs, so it’s a healthy choice to use condoms in addition to another method for double protection. Say, “You are going to hear me use very specific language when we talk about condoms. People tend to use the word ‘condom’ to mean a latex condom that goes on a penis. But as you will see in a moment, there are different kinds of condoms that can be used in different ways on different people’s bodies, regardless of their gender. For this reason, when we talk about a condom that goes on a penis, we will call it an ‘external’ condom. When we talk about a so-called ‘female’ condom or pouch, we’ll call it an ‘internal’ condom. You’ll see how this works in a minute!” (6 minutes)

Using Condoms Effectively

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 2: Explain that condoms are extremely effective when they are used correctly – that means, every time a couple has oral, anal or vaginal sex, from the beginning of the act to the end. Break the class into groups of 3. Once they are in their groups, explain that you will be providing each group with an identical set of sheets that list each of the steps to using an external condom correctly. Instruct them to work together and put their sheets in order from the beginning to the end of the sex act. Answer any questions and distribute the sheets, advising the students that they have approximately 5 minutes in which to work together. (8 minutes)

Note to the Teacher: *While they are working in their small groups, quickly go through the index cards and group them together so that you can be sure your explanation of how to use condoms includes as much of their questions as possible.*

STEP 3: After students have worked for five minutes, have your wooden penis model or banana and several condoms in front of you. Explain that you are going to go through the work they did and model what these steps look like.

Go around the room and ask each group to provide one of the steps in order (so group one would say, “check the expiration date”). As each step is read in the correct order, model doing that step. Show the students, for example, where the expiration date is on the condom wrapper; demonstrate which way is the right way up to place the condom on the head of the penis, and so on. Be sure to highlight that you have several external condoms with you, which is a good idea in general; if one were to tear, fall on the floor, etc., you couldn’t re-use it.

Note to the Teacher: *The following represents the correct order in which to use a condom for your reference:*

Check expiration date on condom

Have erection

Take condom from wrapper

Put condom right side up on head of penis

Pinch the tip

Roll condom down penis

Begin intercourse

Ejaculation

Withdraw penis from partner, holding condom on at the base

Remove condom from penis

Throw condom away in trash

If a group gets one of the steps incorrect, demonstrate that – and then ask another group to pick up where that group left off.

Next, talk about the common mistakes that can be made, probing for these:

- Not checking the expiration date
- Storing condoms someplace that’s too hot or too cold

Using Condoms Effectively

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- Putting the condom on wrong side up
- Not putting the condom on before the penis goes inside the other person's body (some people put their penis inside then pull out and only put a condom on before ejaculation) (20 minutes)

STEP 4: Say, "When people refer to condoms, they usually refer to condoms that go on a penis, like the one we just modeled putting on correctly. But there is another kind of condom that is as effective at preventing pregnancy and providing some very good protection against STDs."

Take the plastic pelvic model and internal condom. Explain that while there are fewer steps to using the pouch, it is still important to do them correctly.

Hold up the pouch and check the expiration date. Open the pouch and hold it up for the students to see. Gently squeeze the smaller ring, explaining what you are doing as you do it, and place the ring inside the vaginal opening of the pelvic model. Hold the model up so the students can see how the pouch is inside the vagina, and what is left hanging outside. Explain that once intercourse is over the pouch should come out of the vagina. Twisting once or twice, pull the pouch from the model and talk about throwing it away.

Say, "People have referred to this condom as a 'female' condom, but this can be used by someone of any gender for either penis-vagina sex or during anal sex if the couple removes the interior ring." (6 minutes)

STEP 5: Answer any questions that came up during the class session about either kind of condom. Remind students that since condoms are the only method of birth control that protect against STDs, it is a good choice to use them in addition to another method for double protection. Explain and distribute the media hunt homework assignment, telling them that they have a week in which to complete and return it. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The individual small group practice, along with the modeling by the teacher, will achieve both learning objectives and enable the teacher to determine whether students understand the steps to using a condom.

HOMEWORK:

Students will be asked to find examples in the media of when a couple refers to having sex and say whether the couple discussed or used condoms.

**Check expiration date
on condom**

Have erection

Take condom from wrapper

**Put condom right side up
on head of penis**

Roll condom down penis

Begin intercourse

Ejaculation

**Withdraw penis from
partner, holding condom
on at the base**

Remove condom from penis

**Throw condom away
in trash**

**Pinch the tip
of the condom**

Using Condoms Effectively

Worksheet

Homework: Media Hunt: Did They Use Condoms?

Instructions: Over the next week when you are watching tv shows, videos or movies, please keep this sheet with you. Please share three examples of couples that are either in a sexual relationship or talking about being in that relationship. Describe whether and how they talk about or actually use condoms. In each case, answer the questions that follow.

Example One:

Name of Show/Video: _____

Characters in a relationship: _____

Did they talk about using condoms? YES NO

Did they actually use them? YES NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____

Example Two:

Name of Show/Video: _____

Characters in a relationship: _____

Did they talk about using condoms? YES NO

Did they actually use them? YES NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____

Example Three:

Name of Show/Video: _____

Characters in a relationship: _____

Did they talk about using condoms? YES NO

Using Condoms Effectively

Worksheet

Did they actually use them?

YES

NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____

STD Basics: Reducing Your Risks

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

SH.8.GS.1 – Develop a plan to eliminate or reduce risk for STDs, including HIV.

SH.8.AI.2 – Identify local STD and HIV testing and treatment resources.

TARGET GRADE: Grade 8
Lesson 10

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheet: “STDs: What Can I Do?” – one per student
- Laptop or desktop computer with the website, http://yourstdhelp.com/free_clinic_locator.html, cued up
- Article: “Taking Charge of My Sexual Health with STD Testing and Communication” – one per student
- LCD projector and screen
- White board and markers (at least 3 different colors of markers)
- Pencils in case students do not have their own

ADVANCE PREPARATION:

- Go online to find the closest STD testing and treatment centers to you. If you go to the website, http://yourstdhelp.com/free_clinic_locator.html, you can enter your state, and several of the closest places where STD testing and treatment are available will come up. Note that these will list free and low-cost clinics, which is essential for students at this age; be sure, however, to tell them they can go to their own family doctor or clinician or another clinic they may have heard about from friends.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge]
2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge]
3. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask, “I'd like you to think about your day this morning, from when you woke up until just now in class. Everyone please take out a piece of paper and write down everything that's happened from 'woke up' to 'being in this class.'”

As students begin to write, watch for those who finish first. As they finish, ask for 3 volunteers to come to the front of the room and write their lists on the board as the remainder of the class finishes their lists.

STD Basics: Reducing Your Risks

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

While each list will look different, they may look something like this:

- Woke up
- Took a shower
- Got dressed
- Ate breakfast
- Got to school (probe: How?)
 - Took the subway
 - Took the school bus
 - Took a regular bus
 - Walked
 - Got dropped off
- Had class (probe: Which classes?)
- Ate lunch (depending on class schedule)

Go through the lists, asking students to indicate where they had to make decisions along the way. Write the word “decision” in between the steps that required a decision with a different-color marker. For example:

“Got dressed - Decision - Decided what to wear”

Probe for more than just surface decisions, such as “had to decide what to pack for lunch” or “had to decide what to eat from the cafeteria.” For example, how did they decide which classes? Did they have any input or were they decided for them? Did they decide how to get to school, or was that decision made for them?

Ask, “How do you make decisions? What factors come into play?” After a few responses, ask, “Did any of these decisions require you to take risk?” (Probe for there being risk in getting in a car or bus; risk crossing the street; risk in how people react to what you choose to wear; risk that you eat something unhealthy and end up getting sick, etc.).

Ask, “When you were making your decisions, did you know there were risks involved? If so, how did you know that there was risk involved, and how did you make each of your decisions?” Possible responses may include, “I didn’t really think about it,” or “I’ve done it so many times I know how to do it,” or “I was (or wasn’t) worried about what would happen if I did one thing vs. something else.”

Say, “Now we’re going to take what we just talked about and apply it to one part of sex ed. There are things in our lives we make decisions about every day, some of which carry risks of different levels. Same thing goes for sexual behaviors.”

Write the phrase, “Sexually Transmitted Disease” on the board. Ask the students to remind you what an STD is. Probe for diseases that can be passed from one person to another through sexual contact. Remind students that to get an STD one person has to have one, STDs are not created spontaneously by doing something sexual with another person. (11 minutes)

STD Basics: Reducing Your Risks

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 2: Ask, “How many of you are hoping to get an STD at some point in your lives?” Students will hopefully laugh, and none of them will raise their hands (except for a class clown or two). Say, “Of course – no one wants to get an STD – just as no one wants to get the flu or any other kind of infection. The fact of the matter is, though, lots of people will get STDs at some point in their lives. It’s actually really common, especially among young people. So it’s important to know a few key things about them:

While some STDs can be cured, others can stay in your body for life and be treated. Others can be fought off by your body’s immune system and go away on their own. Some can affect whether you can get pregnant or get someone else pregnant, and others can affect sexual functioning – or even, if left untreated, cause death. So if you’re going to be in a sexual relationship in the future, you want to be sure you do so in ways that keep you healthy and reduce your chances of getting an STD.”

Tell the class that you are going to be giving them individual worksheets and that they’ll have about 8 minutes to complete them. Tell them that the sheets are asking them to think about what they’ve heard about how people can get STDs – and to write down how the students plan to avoid getting them and if you’ve already experienced an STD, what your plan would be for not getting one in the future. Tell the students that they will be asked to share their completed sheets with at least one other person in the class, so they should keep that in mind as they write down their answers. Distribute the sheets. (8 minutes)

STEP 3: After about 8 minutes, ask students to stop where they are. Divide the group into pairs, and ask students to share their plans with each other. Tell them that if they hear something from the other student about how you can get an STD that doesn’t sound quite right to mark it on their partner’s paper with a star so they can come back to it later or ask you about it. Ask the students to tell each other what they think of each person’s plan, and to provide any suggestions they think might help. Tell students they’ll have about 5 minutes in which to do this. (9 minutes)

Note to the Teacher: *If you know that students have personal experience with STDs – for example, a family member with HIV – you may wish to intentionally pair certain students together to be sensitive. Otherwise, random pairing is fine.*

STEP 4: Ask the students to stay in their pairs and ask how they think they did on their own plans. Ask what they thought of their partner’s plan, and whether they got any helpful feedback on theirs.

Ask the students to share what they’ve heard about how STDs can be transmitted. Write these on the board, asking students not to repeat something they’ve heard already. If anyone says something that is incorrect, be sure to correct it and write the correct information on the board. (14 minutes)

STEP 5: Say, “It’s great to think this through and to create a plan for yourselves. But what about the other person with whom you may end up having sex? How would you know whether they had an STD? What can you do to find out?”

Probe for:

- Ask the person (remind students that many STDs have no symptoms so they might not know they have one)

STD Basics: Reducing Your Risks

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- Ask other people who know the person (which could also make that person mad)
- Go together to a doctor's office or clinic to get tested for STDs.

Say, "A really important thing to keep in mind is that there is no one test that covers all STDs. So if someone says to you, 'I've been tested already,' ask that person what they've been tested for. Sometimes, they've been tested for HIV – but there are different tests for the other STDs. A doctor or clinician will ask you some questions to determine which STDs you may or may not be at risk for and then conduct the tests based on that. So it's really important to give honest information and answers to that doctor or clinician."

Project the website, http://yourstdhelp.com/free_clinic_locator.html, so that the class can see it on the screen or white board. Using the dropdown menu on the top left side of the landing page, put in your state and hit "go." Scroll down for the city or town closest to you to show what is in your area. Have student write down the website address for future use and remind them that they can always come back to you in the future to be reminded of the URL.

Answer any questions, then ask students to hand in their individual plans. Then distribute the article, "Taking Charge of My Sexual Health with STD Testing and Communication" and ask them to read it for homework and answer the journal questions that appear at the end of the article. (8 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The individual worksheet, paired discussion and large group process will be directed at achieving the first two learning objectives. In addition, by collecting and going through the individual plans, the teacher will be able to catch any remaining myths/misinformation by correcting them on the sheets and returning each student's plan to them.

Posting the website and showing students the link, as well as the search results that come up for local STD testing and treatment centers, will achieve the third learning objective.

HOMEWORK:

Article: Have students read the article, "Taking Charge of My Sexual Health with STD Testing and Communication," and then respond to the assigned questions in their journals or on a piece of paper.

Worksheet STDs: What Can I Do?

Name: _____ Date: _____

Instructions: Please answer the following questions. You will be sharing this with at least one other student in class, so be sure what you write here is something you're comfortable with another person knowing!

1. How can STDs be spread from one person to another? See if you can list up to THREE ways:

- a. _____
- b. _____
- c. _____

2. Explain why the following three strategies can be the most effective way to protect yourself or someone else from getting an STD.

Abstinence

Using condoms or other barriers correctly each time you have sex

Getting tested for STDs (and making sure your partner does too) before you have sex together

3. If you were to find out you had an STD, what could you do to make sure you don't pass it to someone else?

Taking Charge of My Sexual Health With STD Testing & Communication

By Amy Robles, 19, Contributor

Though I've never had an STD scare, I've always gotten tested before having sex with a new partner. The first time I was screened I was still in high school and living at home with my religious parents who I didn't want to know I was sexually active. I knew they would disapprove and likely punish me or make my life very difficult if they knew I was having sex.

I had done my own research online about sex and sexual health, which is pretty much the only reason I was educated enough to know that it was important to get tested, that I could have a sexually transmitted disease (STD) even if I didn't show symptoms and that Planned Parenthood would provide confidential testing. My sex ed in middle school had been lacking, and the one week in my high school health class had been even worse. I got lucky because I found a lot of sex-positive education sites and blogs, like Sexetc.org, and good online resources, like Planned Parenthood's website. The information I got from these resources gave me a really strong conviction that I wanted to be in charge of my sex life and sexual health and showed me ways I could do that, like getting tested regularly and talking to my partners.

I've always made sure to have a talk about our STD statuses and what we're each comfortable with sexually before ever engaging in sexual behaviors.

STD Testing at Planned Parenthood

I'd heard about Planned Parenthood from my friends and other girls at school, so I made an appointment there. At the time, I was in my first relationship in which I could have been at risk of being exposed or exposing my partner to an STD. So before having sex with my then-partner for the first time, I wanted to be completely sure I was STD-free and could keep me and my partner safe. I knew the best way to go about that was getting tested and talking to my partner.

At Planned Parenthood I got tested confidentially and inexpensively. Plus, they were really supportive and informative when I went to them. I remember nervously making the phone call to the clinic in my car so my family wouldn't hear me. I was reassured and encouraged when making the appointment was much simpler than I imagined. All I had to do was reserve a time, and when I went in, I filled out some paperwork to qualify for free care as a minor. When it came time for my appointment, I gave a urine sample, so they could test me for chlamydia and gonorrhea. Since I didn't have any specific concerns, they just tested me for two of the most common STDs

After the test, I had a short consultation with one of the clinic doctors about my general sexual health. The doctor provided me with some condoms and lubricant, as well as a prescription for birth control pills, which didn't cost me anything. As a part of their "Take Charge" program, I got birth control for free because I was a minor.

Talking with the staff about my sexual health and getting birth control and safer sex meth-

ods to help myself and my partner prevent pregnancy and/or the transmission of STDs was extremely liberating for me. It gave me a sense that I was in control of my own sexuality. And it still makes me feel that way.

The last time I was tested was before engaging in sexual behaviors with my current partner. I was tested again for the same STDs at my doctor's office. Because I had a comfortable environment to be tested the first time, it really encouraged me not to be nervous about getting screened for STDs in the future. And now it's no big deal to have it done!

Talking With My Partner about STDs

Getting tested is only part of the story, though. With each new partner I've always made sure to have a talk about our STD statuses and what we're each comfortable with sexually before ever engaging in sexual behaviors. At a point when I know I want to take the next step with a partner and have sex, I always initiate conversations with my partners when we aren't doing anything sexual—one was while driving, another in the park. It gives me the chance to be honest with my partners about wanting to be sexual with them and broach the subject of us potentially having sex at some point. We talk about whether they would want to have sex too, what specifically they would be comfortable with as well as making sure we plan to practice safer sex and get tested for STDs.

STD Testing Was Worth the Work

I've been lucky to be with people who have already been tested since their last partner and who are completely willing to get tested if they hadn't. While I may have been nervous going into some of the conversations—because it's always bound to be a little nerve-wracking to straight up admit that you want to have sex with someone, even if you're dating—every time it has been a positive experience. It has always been a relief to hash things out like that, and each time I've done it, it has brought me closer to my partner and improved our communication as well as intimacy.

JOURNALING QUESTIONS

1. Three things I plan to talk with my boyfriend or girlfriend about STDs before we start having sex are...

A)

B)

C)

2. If I thought I had an STD, I would get tested because _____

3. If I were to get tested for an STD, I'd want _____
to come with me.

They Love Me... They Love Me Not...

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.CC.1 – Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.

PS.12.INF.1 – Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships.

TARGET GRADE: Grade 9
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with video, “Dating Abuse: Tools for Talking to Teens” – see above
- LCD projector and screen
- White board and markers
- Worksheet: What Would You Tell Them To Do? – one copy for every three students
- Resource sheet: Love Is Respect, cut up into individual squares
- Student journals [if they have them and are using them in your class]
- Extra pencils if students do not have them
- Lined paper if students do not have paper handy in class, both for the small group work and to write down the homework link

ADVANCE PREPARATION FOR LESSON:

- Download the video “Dating Abuse: Tools for Talking to Teens” from <https://vimeo.com/99610424> or work with the IT person at your school to enable internet access. It is also helpful to watch the video before class to ensure you can lead the discussion confidently.
- Print out the resource sheet, “Love is Respect,” and cut up into individual squares, enough for each student to receive one square.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least three characteristics of an unhealthy or emotionally abusive relationship. [Knowledge]
2. Explain at least one thing a person in an unhealthy or abusive relationship can do to leave that relationship. [Knowledge]
3. Identify their own feelings about partners’ roles and responsibilities in a relationship when there is a power difference between the two. [Knowledge, Affect]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Say, “Everywhere around us are examples of people in romantic relationships. People in our families, people we know – celebrities, characters in tv shows and movies. We constantly get messages about what it means to be in a relationship – and then it’s up to us to determine what we want and need, as well as what we’re willing to put up with, since no one’s perfect, and no relationship is perfect!”

Some of you have already started being in relationships, and some of you haven’t yet. No matter who we are or how old we are, we all hope

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*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

for one thing: That our relationship is happy and healthy. We want to enjoy the time we spend with the other person. We want to care about them and know they care about us.

We also need to learn from our relationships – how to disagree respectfully and make up without holding grudges. We need to learn when and how to compromise, and when we need to dig in our heels and insist on something. Above all, we need to learn to recognize when things we don't like in our relationship are kind of frustrating but part of an overall give and take of a healthy relationship – and when things we don't like mean our relationship is unhealthy, or even abusive. That's what we're going to talk about today."
(3 minutes)

STEP 2: Show the video, "Dating Abuse: Tools for Talking to Teens." Stop the video right at 4:45 when the screen says, "Teens Need to Talk." Ask for general reactions to the video, then probe more deeply about what they saw by asking the following questions:

- What were some of the things the teens were excited about when they first met their boyfriends? Probe for:
 - He was funny; they laughed a lot
 - They spent a lot of time/did a lot together
 - He was cute/hot
 - He made them feel good about themselves
 - He was attentive – e.g., texting cute messages
 - He was smart
 - He was "mine" – the idea of belonging to another person
 - He was thoughtful
 - He was "different" – no one had ever talked to/done that for one of the teens before
- What were some of the things that happened in these relationships that indicated things were changing? Probe for:
 - Texting a lot and getting angry if they didn't text back
 - Getting annoyed or angry if they spent time with friends and family instead of their boyfriend
 - Wanting to know where they were and who they were with 24/7
 - Becoming possessive – including threatened by close or best friends who were male; accusing them of cheating
 - Jealous of activities or clubs they were involved in that didn't include the boyfriend
 - Giving ultimatums – "choose the club or that person or me"

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- Disrespecting boundaries – asking for sexy photos and the posting them on social media
- Commenting on – or even deciding on – what their girlfriend or boyfriend was wearing
- In each of the relationships, the person being controlled figured it was them – they were the problem, not their boyfriend. What examples do you remember of that? Why do you think they made those concessions – like quitting the debate team, or giving him more attention, or sending naked pictures, not just sexy pictures even when they seemed like they didn't want to do it?
- What happened in these relationships? Probe for:
 - All the power in the relationship was taken by the abusive partner – for example, one person said they “needed his permission to do anything”
 - One used threats – for example, threatening to show one girl's brother the naked photos; threatening to “out” or tell everyone that his boyfriend was gay
 - One used physical violence – shaking or even slapping his girlfriend
 - One boyfriend wanted to stop using condoms, even though his girlfriend was concerned about it – then became angry with her and forced her to have sex – which is rape, even if it's someone's boyfriend or girlfriend and even if they have had sex before
- In each of the relationships, the abusive partner had power and control over his girlfriend or boyfriend. What techniques did he use to control his girlfriend or boyfriend? Probe for:
 - He'd get angry – but then say how much he missed them.
 - He'd apologize
 - He'd promise not to do it again—“I'll change”
 - He gave flowers/gifts
 - He took away his boyfriend or girlfriend's sense of self-worth – e.g., “Who else would want me?” and “I felt stupid.”
 - He isolated his boyfriend or girlfriend from their friends and family

Say, “The most frequent question people ask of others who are in abusive relationships is, ‘why did you stay so long?’ or ‘why didn't you break up with them sooner?’ While this ends up blaming the person being abused (we should be asking the abusive person why they were abusive!), it is a very common question. What do you think some of the answers to that question are, based on what you saw in this video?” Probe for:

- It's not always so clear what's normal – what's a typical fight or typical attentiveness and what's abuse or being obsessive – especially if things were going well for a while and then started to go bad.

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- Because the person being abused usually has strong feelings for the abuser before they become abusive. They may hang on to hope that the abuser will change back to the sweet person they were before the abuse started – or may even blame themselves for the abuse.

Summarize the discussion by saying, “One thing that’s important to keep in mind here has to do with gender. In all of these cases, the person who was abusive was one gender, but people of all genders can be abusive, too – and it can happen in relationships where they have boyfriends and it can happen in relationships where they have girlfriends. So while the majority of reported relationship abuse cases are between a male-female couple where the guy is the abuser and the girl is being abused, a person of any gender can be in either position.” (20 minutes)

STEP 3: Say, “Given that people who are in abusive relationships can sometimes feel confused or unsure, people in their lives – family members or friends, for example – can play really important roles in helping the abuse stop. Let’s take a look at what some of those things are.”

Divide the class into groups of 3. Distribute the worksheets, “What Would You Tell Them?” Instruct them to work together to complete the two scenarios using a separate piece of paper if they want to write anything down. Let them know they have about 8 minutes in which to do the work together.” (10 minutes)

STEP 4: After about 8 minutes, ask the groups to stop their work. Ask for a volunteer to read scenario 1 aloud. Ask for a volunteer from another group to respond to the first question, then solicit other responses from other groups. Do the same with scenario 2, continuing to ask for volunteers from groups who have not yet spoken. The processing of this activity will depend on what is contributed by students, but you can use the following questions as a guide in order to get to some key issues around power differences in both relationships:

- What was it like to do that? What was [easy, sad, frustrating – fill in their answers] about it?
- What did both scenarios have in common? [That there was a power difference in each relationship; that someone who has strong feelings for another person doesn’t necessarily see when the relationship is becoming unhealthy or abusive.]
- What did you notice about the advice that was suggested for each scenario? How likely do you think it would be that Oliver or Karen would get out of their unhealthy relationships? Why?

Say, “Whenever you see something going on in a friend’s or a loved one’s relationship you don’t like, you have to ask yourself, ‘Do I say something? Is it my place?’ When it comes to an unhealthy or abusive relationship, the answer is yes – it’s really important to say something to let that person know you’re there for them, but without making them feel like they’re stupid for being in the relationship in the first place.” (15 minutes)

STEP 5: Explain the homework assignment, which will have them listen to a short podcast and react to it in their journals [if you have been using journals in class], or that they can

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complete by writing on a piece of lined paper or typing up their reaction on the computer. Write the following link on the board: <https://www.wnyc.org/radio/#/ondemand/531001> and ask them to write this down on a blank piece of paper or a blank page in their journals.

Note to the Teacher: *You may also wish to email or text the students the link after class to ensure they wrote it correctly.*

Say, “As you leave, I am going to give each of you a small piece of paper. Keep it for yourselves, or share it with someone you know who you think might need it. It has a text number for someone who thinks they’re in an unhealthy or abusive relationship – and a hotline for some more information about what you can do if this were to be you, or if you wanted to help someone else.” Distribute the small pieces of paper as they leave.
(2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class discussion and small group work will achieve the first two learning objectives. The third learning objective will be fulfilled by the affective homework assignment.

HOMEWORK:

Students will listen to an episode of Radio Rookie in which a teen’s older sister is in an abusive relationship and write a journal response to it:
<https://www.wnyc.org/radio/#/ondemand/531001>.

Worksheet: What Would You Tell Them To Do?

Scenario – What Would You Tell Him To Do?

Oliver is 14 and Emily is 17. He has never had a girlfriend before and can't believe that someone in the 12th grade is interested in him – especially someone as popular and beautiful as Emily. His friends tell him they don't like her – they think she's really bossy and fake, but he tells them they just don't know her. She likes when he comes to her soccer games after school – at the last one, he sat with a girl he's known since they were in kindergarten and considers one of his best friends. Emily sees them and they both wave to her on the field, but she doesn't wave back. When the game is over, she walks up to him, slaps him across the face and hisses, "Let's go!" and walks away. Oliver looks at his friend, shrugs, and runs after Emily.

1. In what ways does Emily have power over Oliver? How does she use this power?
 2. If Oliver came to you for advice, what would you advise him to do? Keep in mind how he feels about Emily.
-

Scenario – What Would You Tell Her To Do?

Quinn and Greg are both in 10th grade and have been a couple for four months. Quinn has loved Greg in some way since they were little kids, and adults always joked they were destined to get married. Greg's father is the CEO of a major company and they have a huge home in the nicest part of town. Quinn lives with Quinn's dad, who works for the local cable company, in a one-bedroom apartment (Quinn sleeps in the living room). Quinn babysits every afternoon and weekend to make money to help pay for clothes and any social life with friends. Everything else goes into a college fund. Greg is intense – whatever he does, he does to the max – he goes out a lot and spends a lot of his dad's money. Everyone wants to hang out with him and he rewards people by paying for things – including Quinn. Greg wants Quinn with him all the time, and if Quinn is supposed to work babysitting, he just pays whatever Quinn would have earned that night. This is awesome for Quinn – getting the money and a social life! His parents are away a lot, and Greg has lots of parties at home when they're away. At one party, Greg calls Quinn over and asks Quinn to dance really sexy in front of his friends. Quinn whispers in his ear, "I don't do that kind of thing in front of other people." Greg smiles and says, "But baby, you work for me – and I want you to."

1. In what ways does Greg have more power in this relationship? How does he use this power?
2. If Quinn came to you for advice, what would you advise Quinn to do? Keep in mind how Quinn feels about Greg.

How Well Do I Communicate With Others?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.IC.1 – Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors.

TARGET GRADE: Grade 9
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Student Handout: “How Well Do I Communicate with Others? Example One” – one per half the students in class, folded in half
- Student Handout: “How Well Do I Communicate with Others? Example Two” – one per half the students in the class, folded in half
- “How Well Do I Communicate with Others?” roles – prepared as described
- Homework: “Communication in the Media” – one per student
- Exit slips cut in half, enough for each student to have one half sheet
- Blank sheets of 8 ½ x 11 paper –one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

Print out enough copies of the “How Well Do I Communicate?” roles and cut them into thirds. Put each role into separate piles, and from that create enough triads for the entire class (for example, if you have 24 students, you would create 8 complete sets with each having a partner one, a partner two and a judge to create one complete set). You may wish to put each set together with a paper clip for easy distribution in class.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least two characteristics of effective communication. [Knowledge]
2. Apply effective communication skills to a scenario relating to communicating with a partner about having a sexual relationship. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Say, “Today, we are going to looking at how we communicate with other people. Have any of you ever said something to another person, and they've reacted in a surprising way – or some way that didn't make sense?” After students react, say, “A lot of times we immediately wonder, ‘wow, what's wrong with them? Why didn't they get what I was saying?’ Rather than blame the other person right away, we need to take a look at how we communicate, and whether we're being as clear as we think we are!” (2 minutes)

STEP 2: Ask the class to get into pairs and to make sure they have something to write with. Distribute the blank sheets of paper and say, “I'm going to distribute two things to you right now. First, everyone should get a blank sheet of paper. Once you all have that,

How Well Do I Communicate With Others?

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I'm going to give another sheet to one person in each pair. That person is going to be the 'communicator.' We will do this twice, switching roles the second time, so to start please decide now who is going to be the communicator first."

Ask the communicators to raise their hands and walk around the room with the "How Well Do I Communicate? Example One" sheets, folded in half. Say, "I am giving the communicator a sheet. Please do not show it to your partner or anyone else in the class.

We will call the other person in the pair the 'listener.' The communicator needs to sit facing the listener so that the listener cannot see what is on the piece of paper. Communicators, you may need to hold up a notebook between you and your listener. When I say 'go,' communicators are going to describe what is on the sheet of paper in front of them. Listeners, you are going to draw on the blank paper what you hear the communicators describe to try to create something that matches what they are describing. The goal is at the end to have both papers look the same.

Now, there are a few rules:"

Write the following rules on the board as you go through them:

1. Listeners cannot see what's on the communicator's sheet.
2. Communicators cannot use hand gestures or draw anything themselves.
3. You may not look at the work other pairs are doing or refer to their work.
4. Listeners can ask clarifying questions, but otherwise should not speak.

Answer any questions they may have and tell them they have about 5 minutes in which to do this. Ask them to not show the other person what's on their sheet, even once you have called time. (10 minutes)

STEP 3: After about 5 minutes, ask everyone to stop, reminding them to not show the other person either what was on their sheet or what they drew. Say, "Please place your sheets face down on the desk. Now, you're going to switch – the communicator is now the listener, and vice versa. I am going to distribute a second, different sheet to the new communicators, and the other person will now be the listeners. Please do not get started until I have said 'go.'" Have the new communicators raise their hands and go around the room distributing the "How Well Do I Communicate? Example Two" sheets folded in half to them. Once everyone has a sheet, remind them of the rules and that they have about 5 minutes and have them get started. (8 minutes)

STEP 4: As the students are working, write on the board to the right of the activity rules, "Worked Well" and then a few feet to the right, "Didn't Work Well." After about 5 minutes, ask the students to stop their work. At this point, they should turn over all four sheets to compare both drawings and originals. Give them a minute to react to these in their pairs.

Ask, "So how'd you all do?" Allow the range of responses, from "we both did great," or "I was nowhere near – but my partner did a great job!"

Say, "Think about whether your drawing matched the communicator's descriptions. When something you drew matched, why do you think that was?" Record responses in the "Worked Well" column. Responses may include:

How Well Do I Communicate With Others?

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- The person was really clear
- The person was specific
- The person compared what was on the sheet to something else I already knew
- I spoke up and asked questions to make sure I understood
- The person didn't get frustrated; if I didn't get it they tried again

Then ask, "When something you drew didn't match, or if you didn't end up completing the drawing, why do you think that was?" Record these responses under the "Didn't Work Well" column. Responses may include:

- The communicator got frustrated with me when I didn't understand
- The communicator rushed me
- The communicator gave incomplete information, such as the shape but not its size or location on the page
- I didn't ask clarifying questions because I didn't think I could

Ask them to review the two lists and reflect on what they notice. Then say, "Both people have a role to play in communicating clearly. When we're the one who has something in particular to say or get across, we can sometimes be so focused on that that we don't think about the other person and how they're hearing it. If we become impatient or angry, that can shut the other person down so they may not feel like they can ask clarifying questions – or they may just agree to end the conversation. But both people have a responsibility to be as clear as possible when talking with another person – and they both have an equal right to be heard." (10 minutes)

STEP 5: Say, "This was just about drawing a picture – we're going to now talk about what it's like when two people are communicating about sex."

Divide the class into new groups of 3. Tell them that each group is going to have three characters: Partner One, Partner Two and the Judge. Each person will have a specific task, which you will give them. Explain that partners one and two are going to communicate with each other about something relating to their sexual relationship, and that they need to reach a decision. The judge's job is to decide how well they communicated and whether the decision they reached made sense given how they communicated. Ask the triads to please not show each other what's on their sheets.

Ask whether there are any questions. Refer back to the lists on the board about what they found worked or didn't work when it came to communicating during the drawing activity and to use that in their dialogues.

Then go around the room, randomly assigning people the role of partner one, partner two and judge, making sure each triad has a partner one, partner two and a judge. Once everyone has a sheet, give them about 2 minutes to read it through and think about how they want to play their role. Tell them they can make notes to themselves on their sheets, too, if they think that would help (in particular, the judge should be noting what they observe in the interaction). Tell them they can start, and that you will stop them after about 5 minutes of discussion. Ask the judge not to express any opinions until you have said so. (7 minutes)

Note to the Teacher: *If two cisgender, heterosexual boys end up randomly being assigned to each other, it is possible they will have a homophobic response that could include refusing to do the work or speaking or making gestures that mimic their understanding of gay male*

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stereotypes. Some boys may be fine doing the role plays, but someone from another group might make a homophobic comment about it. Should this happen in your class, it's important to stop what you are doing, notice the interaction, and ask for the class members to reflect on what's happening and why. Direct the students back to your class groundrules – and reinforce the agreement to be respectful – and that making homophobic comments is not respectful.

STEP 6: After about 5 minutes, ask the groups to stop their work. Then ask the judges to take 2 minutes to share with their partners what they thought. After 2 minutes, ask for the class' attention and process the activity using the following questions:

- What was it like to do that? What was [easy, challenging, fun, boring – add in their responses] about it?
- Partners one and two – how do you think you did? Did you feel you were clear? Was your partner clear?
- Judges – what did you think of how the partners did? Can you share an example of when the two partners were on the same page and when they weren't? Why?
- How many partners compromised and changed their minds? What caused you do that?

Say, "It's so common for people to misunderstand each other – it can happen in friendships, family relationships and between boyfriends and girlfriends. Communicating about sex carries a bit more responsibility with it – it's a big decision to make, even if one or both people have already had sex before. Each decision with a partner is a new decision – so it's important to know and communicate what you are and aren't interested in doing, and to respect where the other person is if it's different from where you are."

Distribute the homework and briefly review the assignment with the students. Then distribute the exit slips and ask them to complete them and hand them to you as they leave class. (13 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

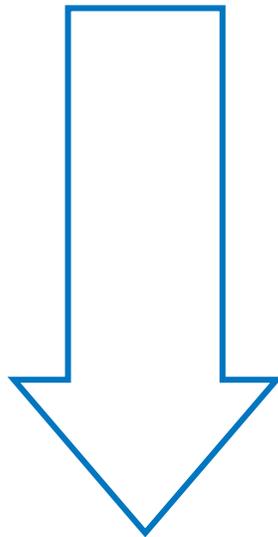
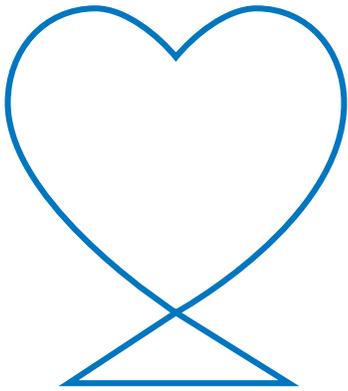
The in-class activities all serve to fulfill the learning objective for this lesson. The homework assignment contextualizes the learning in the world around the students.

HOMEWORK:

Worksheet: "Communication in the Media" – have students take note of videos or shows they watch over a week's period and note what from class they saw examples of.

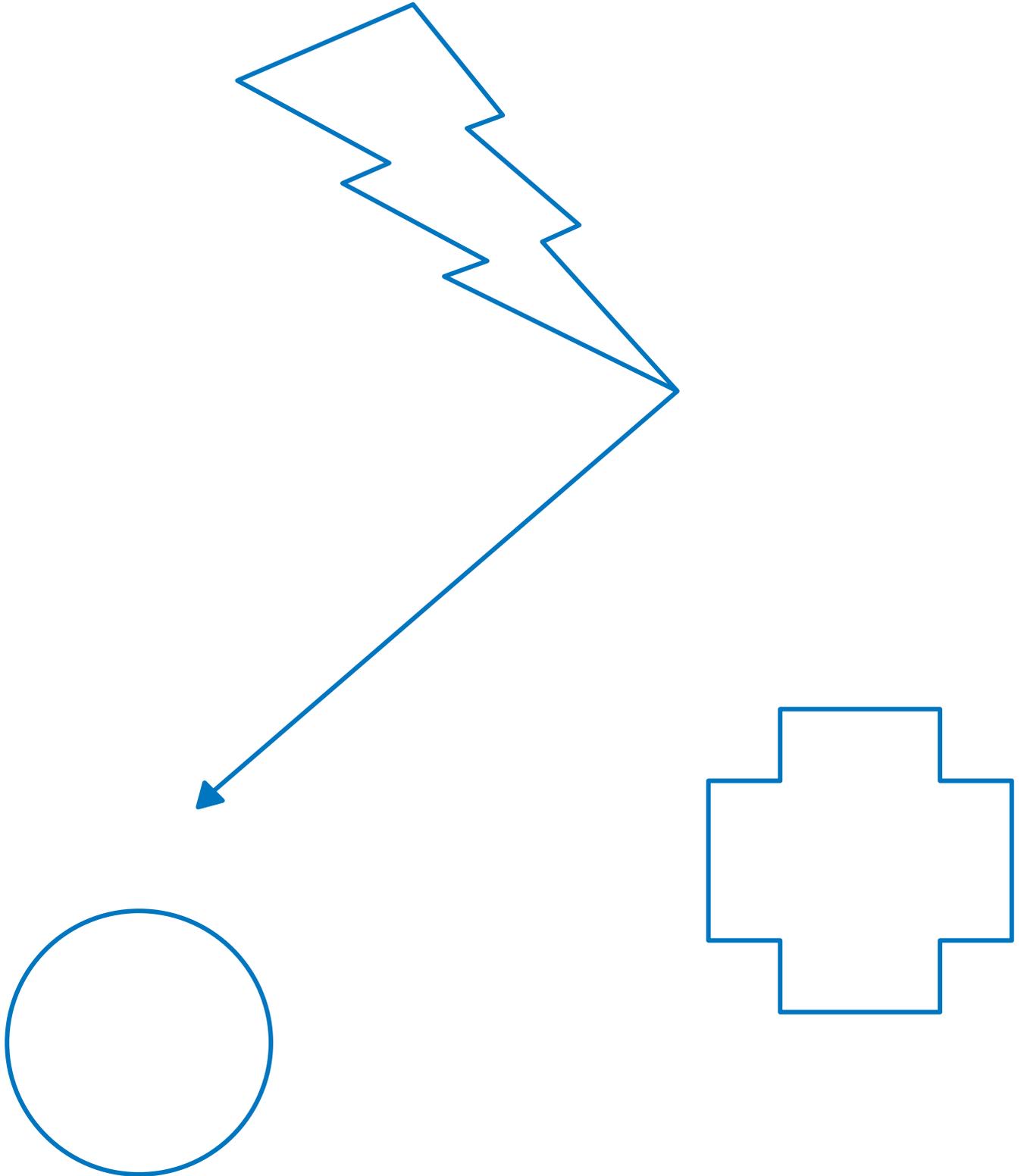
How Well Do I Communicate With Others?

EXAMPLE ONE



How Well Do I Communicate with Others?

EXAMPLE TWO



How Well Do I Communicate with Others?

ROLES

PARTNER ONE

You really like Partner Two. You have not had sex, and you really don't feel ready. You like the making out you've done, which hasn't included oral sex yet. You have it in your mind that if you are together in three months, you'll feel like you know each other well enough and be committed enough to each other to have sex. You are 100% sure that when you do have sex you two will need to use latex barriers, like condoms – no matter what!

PARTNER TWO

You really like Partner One. You have not had sex, and you really think you're ready. You like the making out you've done, but really think it's time to take it to the next step. You're sure that most of your friends have started having sex and don't see any reason to wait. You think that if partner one really cares about you they'll want to have sex. The one thing you are 100% sure about is that when you do have sex, you two will need to use latex barriers, like condoms – no matter what!

JUDGE

How did each partner do on communicating what they do and don't want to do? What could each partner have done more effectively? Do you think the decision they reached was the right one for them as a couple? Why or why not?

Exit Slip: Before you go . . .

Name: _____

What is one specific thing you think you can use from what we did today in class that will help you communicate with another person?



Exit Slip: Before you go . . .

Name: _____

What is one specific thing you think you can use from what we did today in class that will help you communicate with another person?

Homework: Communication in the Media

Name: _____ Date: _____

INSTRUCTIONS: Over the next week, as you're watching tv or shows online (or watching a movie), find two examples of couples communicating – one that you think communicated well, and one that didn't do so well. Record the examples as you see them, then answer the questions at the end.

Couple That Communicated WELL

Show/Movie name:

Character(s) observed:

What was the conversation about?

CHECK

Communicated clearly

Listened to the other person

Compromised when something was important to the other person

Didn't give in when they were feeling pressured

Used ultimatums ("do this or else") to get what they wanted

Couple that DIDN'T communicate WELL

Show/Movie name:

Homework: Communication in the Media

Character(s) observed:

What was the conversation about?

CHECK

Communicated clearly

Listened to the other person

Compromised when something was important to the other person

Didn't give in when they were feeling pressured

Used ultimatums ("do this or else") to get what they wanted

Questions:

1. For the couple that **DIDN'T communicate well**, what was the impact on their relationship?

2. For the couple that **DIDN'T communicate well**, what would you have them do differently in order for their conversation to have been more effective or clearer?

It Wasn't My Fault

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PS.12.CC.4 – Explain why a person who has been raped or sexually assaulted is not at fault.

PS.12.IC.1 – Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, or assault.

PS.12.AI.1 – Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted.

PS.12.AI.2 – Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.

TARGET GRADE: Grade 9
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop with PowerPoint on it (depending on whether the panelists plan to speak or use PowerPoint)
- LCD projector and screen
- Index cards – one per student
- Extra pencils in case students do not have their own
- “Teacher Resource: Guidelines for Selecting Guest Speakers” – one copy
- Student worksheet: “I Think, I Feel, I Wonder” – one per student
- Homework: “Online Resources to Deal with Rape and Sexual Assault” – one per student

ADVANCE PREPARATION FOR LESSON:

Note: This advance prep may take longer than most.

- Reach out to a local agency that works with rape survivors to find two or more people to serve on your panel. As part of this process, review the handout, “Guidelines for Teachers in Selecting Guest Speakers.” Try to find, if you can, survivors who are close in age to the students you work with, as well as survivors of more than one gender. If you cannot do this, then you can both prepare some questions connecting the speaker to the students specifically relating to age – such as, “What advice would you give these 9th graders?”, and intentionally point out that people of all genders are sexually assaulted – not just girls and women.
- Be sure to talk with the agency about relevant aspects relating to your class, especially the grade level of the students and any key topics you want them to focus on. Ask the panelists in advance how they feel about a question/answer period after they share their stories, especially whether any topics or questions are off-limits. If the panelists do not wish to participate in a Q and A session at the end, extend the processing time with the students, making sure panelists have already left the room before discussing their presentations.
- Ask each panelist to provide you with a brief description of how they would like to be introduced (some may simply wish to share their name and age). Be sure to check pronunciations of names and gender pronouns.
- During the class before this class, let students know that this topic will be addressed and that there will be rape survivors telling their stories. Make arrangements for any students who may have had personal experience with rape or sexual assault, should they be concerned that being in this class would be triggering to them. You will need to work with your school team to determine what is appropriate, whether giving the student(s) a study period in the library or having them sit in on a different class.
- Let the school counselor know about the class topic and format and invite them to be in the room to observe the panel. If they cannot attend, follow up with them after the class session to summarize what was presented so they are prepared should any students choose to come to them about rape or sexual assault.

It Wasn't My Fault

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least two impacts of rape and sexual assault on someone who has been assaulted. [Knowledge]
2. Explain why a person who has been raped or sexually assaulted is never at fault. [Knowledge]
3. Reflect on their own feelings about rape and sexual abuse. [Knowledge, Affect]
4. Name at least two online resources a rape or sexual abuse survivor can access for more information and support. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the topic by distributing the index cards and saying, "As you know, today's class is going to deal with a very serious and sensitive topic: rape and sexual abuse. We are very lucky to have some generous and brave guests with us today who have survived rape and sexual abuse. They're here to share their stories [and to answer questions you may have]. Both [all] the panelists will speak and then we will open it up to questions and answers – so you may wish to use the index cards I gave you to write down any question you may have as they're speaking to make sure you remember it when it's time."

Note to the Teacher: *If the panelists have told you in advance that certain questions are off-limits, this is the appropriate time to let students know that. You may also wish to write these on the board so they don't forget.*

Introduce each of the panelists as they have indicated. Have each speak for 10 – 15 minutes, depending on how many panelists you have (31 minutes, subject to change depending on number of speakers).

STEP 2: Thank the panelists for sharing their stories. Ask the class whether they have any questions, and facilitate the question/answer session. (12 minutes)

Note to the Teacher: *You may wish to have some questions ready in advance in case students don't think of any. It is also common for students to be quiet after these types of presentations as they are processing the stories. Possible questions might include:*

- Who in your life did you go to for support? In what ways did they help you get through this?

It Wasn't My Fault

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- Did anyone imply or say straight out that they thought it was your fault that this happened to you? If so, how did you respond to that?
- How have you been able to get from where you were when this first happened to where you are today, able to speak publicly in front of a group about what happened?
- What is one thing you want to be sure these 9th graders remember about rape and sexual abuse after you've left?

STEP 3: Thank the panelists again. Tell the class that sometimes it's difficult to talk about these things in a group, so you're going to give them the chance to think about and share their reactions to what they just heard individually.

Distribute the reaction sheets and ask students to complete them individually and in silence. Let them know they will have about 5 minutes in which to complete their sheets. Ask students to turn their sheets face down when they are done so you know they have finished. (5 minutes)

STEP 4: Tell the students that if they still have anything left over from the presentations they wish to talk about, that the school counselor is available to support them. Explain that their homework assignment for next class will be to find two websites which a person who has been sexually abused or assaulted can go to for resources and support. Distribute the homework assignment. (2 minutes)

***Note to the Teacher:** It is not uncommon for students to disclose their own experiences with abuse after the class session is over. Although students can and should be referred to the school counselor, how you respond to the student in the moment is important. Please see the resource relating to student disclosure in the Teacher's Guide.*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The panel and reflective writing afterward will enable teachers to fulfill objectives one through three. The homework assignment will fulfill objective number four.

HOMEWORK:

Students will be asked to search for two reliable websites for teen rape or sexual abuse survivors that are inclusive of all genders and sexual orientations.

Teacher Resource: Guidelines for Selecting a Guest Speaker

Here are some questions to consider when both selecting a guest speaker and preparing the guest speaker to present to your class.

1. Is the speaker's information factually accurate?
2. Is the presentation (including method and materials) age- and developmentally-appropriate for your students?
3. Are you sure the speaker does not use fear-based educational techniques?
4. Has the speaker been trained in speaking to high school classes? How much experience doing this do they have?
5. Is the philosophy of the speaker and/or organization they represent aligned with your curriculum?
6. Is the material appropriate for use with learners of all races, genders, sexual orientations, ethnic and cultural backgrounds, and physical abilities?
7. Are the instruction and materials used in the classroom free from the teaching or promotion of religious doctrine?
8. Is the material free from promoting bias?

(Adapted from the New Jersey Department of Education and California Department of Education.)

Student Worksheet: I Think, I Feel, I Wonder

Name: _____ Date: _____

INSTRUCTIONS: Please finish the following sentence stems based on what you just heard from the panelists about rape and sexual abuse. Please write a minimum of two sentences for each sentence stem, although you may write more if you wish.

WHEN IT COMES TO THE PANELISTS' STORIES, I THINK...

RIGHT NOW, I FEEL...

I WONDER...

Homework:

Online Resources to Deal with Rape and Sexual Assault

Name: _____ Date: _____

INSTRUCTIONS: Using a search engine, find two online resources for a teenager who has been raped or sexually abused and needs to figure out what to do or how to deal with what happened to them. **Please keep in mind that teens of any gender and sexual orientation can be raped or abused**, so please be sure to select websites that are welcoming of all people.

Website #1: _____

URL: _____

What did you find on their site that you felt would be useful to someone who had been raped or sexually abused?

Did they offer a hotline? YES / NO If so, what is the hotline #?

Is this a website you'd recommend to other people your age? Why or why not?

Website #2: _____

URL: _____

What did you find on their site that you felt would be useful to someone who had been raped or sexually abused?

Did they offer a hotline? YES / NO If so, what is the hotline #? _____

Is this a website you'd recommend to other people your age? Why or why not?

Sexual Orientation, Behavior and Identity: How I Feel, What I Do and Who I Am

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

ID.12.CC.2 – Distinguish between sexual orientation, sexual behavior, and sexual identity.

TARGET GRADE: Grade 9
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- LCD projector and screen
- PowerPoint: "Understanding Sexual Orientation"
- "Yellow Flag Language" flipchart sheet, prepared as described
- Worksheet: "Sexual Orientation: Myth and Fact" – one per student
- Teacher's Guide: "Sexual Orientation: Myth and Fact Answer Key" – one copy
- Teacher's Guide: "Yellow Flag Language" – one copy
- Homework: "Who Do I Know?" – one per student
- Masking tape
- At least one flipchart marker
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON :

- Prepare and post the flipchart sheet with the title "Yellow Flag Language" and a drawing of a yellow flag next to the word "language" on the right side of the front board so it isn't the main focus of the lesson. Fold the bottom up and tape it to the top so that students cannot see what is written on it when they come in.
- Review the list of "Yellow Flag Language" prior to the lesson

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least three different sexual orientations. [Knowledge]
2. Describe the three components of sexual orientation (orientation, behavior, and identity) and how they are unique from and connected to each other. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Tell students that today's lesson is going to be about sexual orientation. Say, "There's a lot of discussion in the media right now about sexual orientation – some of which is true, some of which isn't. Today's class is going to look at some of the language around sexual orientation, and correct a lot of the misinformation that's out there."

Go to the flipchart sheet with "Yellow Flag Language" written on it and take down the bottom half to reveal what is written there. Ask the class, "When you see a yellow flag out in the world – like by a construction site – what does that tend to mean?" Probe for "caution." Say, "A lot of times people are taught certain language around sexual orientation that is outright offensive or wrong – and other times, there are words that are sometimes okay and sometimes not. So depending on who or where we are, we may need to exercise caution before

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using them.

As we go along, it's very possible that some of these words or phrases will come up. If I hear one – and if I use one, which I may do as I go through today's lesson – I'm going to walk over here and put that word or phrase up on the list. If you've used a word or phrase and you see me put it up, please know you've done nothing wrong – you've actually helped me teach!" (3 minutes)

STEP 2: Start the PowerPoint and with the first slide visible, ask, "Let's start with that term itself – what comes to mind when you hear 'sexual orientation'?" Possible answers you might hear include:

- Who you like
- Who you're attracted to
- Who you have sex with
- The first time you have sex
- Your sexual preference*

Write responses on the board. If any yellow flag language words (marked with an asterisk) are shared, walk over to the flipchart sheet and write them there using the flipchart marker. Tell the class you'll come back to these terms later.

Go to slide #2 and read the definition there. Say, "Two things should stand out to you about this definition – what do you think they are?" After eliciting a few responses, go to slide #3 and point out the two key points about the definition: that people can be attracted to more than one sex or gender, and that it's about who you love – so you can know what your sexual orientation is even if you've never had sex or been in a relationship before. Explain, too, that if you're in between relationships you don't stop being the orientation you are.

Ask, "What names do we have for various categories of sexual orientation? For example, if someone is attracted only to people of a different sex, what might that person call themselves?" (Probe for "heterosexual;" chances are, you will hear "straight*." Be sure to say, "Straight – or heterosexual" as you put "straight" up on the yellow flag language list). Ask for other ideas, which may include:

- Straight*
- Gay
- Lesbian
- Homosexual*
- Bi or Bisexual
- Queer*
- Pansexual
- Asexual

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Note to the Teacher: *The last three may not come up at all, and it's up to you as to whether you wish to go into them with your students. Some classes will need very basic information, while others may know a bit more or be a bit more knowledgeable and/or mature and thus be able to discuss the last two or three.*

Once the list is up, go to slide 4 and ask students what they think each means. Probe for:

- Heterosexual – someone who is only attracted to people of a different gender
- Lesbian or gay – someone who is only attracted to someone of their same gender
- Bisexual – someone who may be attracted to people of their own gender AND to people of a different gender. This is different from someone finding all people attractive. It just means that the other person's gender isn't the defining factor as to whether the bisexual person finds that person attractive or falls in love with them.

Note to the Teacher: *If you choose to describe "pansexual," or if a student has used that term, this would be the time to explain what it means – that bisexual technically means "two," and pansexual means "many." So people who are attracted to more than two genders – including transgender individuals – may use the term "pansexual" rather than "bisexual."*

- Queer* – students often struggle with this one. It can be used in a number of ways: someone may feel like the other categories are too restrictive and don't describe them accurately. Someone may wish to take back the negative meaning of the word and use it as a positive way of describing who they are.
- Asexual – If this term comes up, you would define it as someone who does not have feelings of sexual attraction. An asexual person can still fall in love with and be in relationships with other people, but these relationships do not include a sexual relationship.

Note to the Teacher: *Some students will add in "transgender," mostly because they have seen the acronym, "LGBT." Be sure to tell them that being transgender is not about sexual orientation or who we are attracted to, but it is about how we understand our gender. For example someone may be male, or female, or transgender – and still have a sexual orientation. (12 minutes)*

STEP 3: Go through slides 5 – 7 to explain the concepts of Orientation, Behavior, and Identity. Then continue to slides 8-15 to discuss the examples.

Note to the Teacher: *In the examples provided on the PowerPoint, students will be asked to describe how they think a student identifies based on the examples given. If you ask, "How does this person identify?", and a student says, "Confused!"; it will be important to stop and talk about that so that all students feel safe and accepted. A helpful response might be, "Actually, that person isn't confused – someone who doesn't feel the same way might not because it's not them. But people feel the way they feel – it's not anyone else's right to label or judge others."*

Ask for reactions and questions from the students (there may be a lot!). Students may also

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*be very quiet, as this is a lot of information and it may confuse or overwhelm others.
(10 minutes)*

STEP 4: Say, “There’s a lot of talk in the media about people of all different sexual orientations. Some of it is true, and a lot of it is incorrect. Let’s do an activity now to take a look at some accurate information about sexual orientation and identity.”

Distribute the “Sexual Orientation: Myths and Facts” to each person. Tell them they have about 5 minutes in which to complete it individually.

After about 5 minutes, call time and ask them to pair up with someone sitting nearby to compare their answers. If there are questions where their answers don’t match, ask them to circle them to discuss in the larger group. (7 minutes)

STEP 5: Using the “Teacher’s Guide: Sexual Orientation Myths and Facts,” go through each question, asking different students to volunteer their answers. Have the class follow along and correct any they may have gotten incorrect. (13 minutes)

STEP 6: Say, “Before we finish up, I want to come back to this Yellow Flag Language list here on the board.” Go through each of the terms that are up there, supplementing as necessary from the “Teacher’s Guide: Yellow Flag Language.” Once you have gone through them all, ask if there are any other terms students have heard and if so, add them to the list and talk about why they should be used with caution.

***Note to the Teacher:** Students may use derogatory terms here, such as “faggot” or “dyke” or “homo.” If any of these are used, be sure to explain that they are red flag words, not yellow flag words, and should never be used because they are offensive.*

Distribute and explain the homework assignment, asking them to hand it in during the next class session. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The content provision of the lesson is designed to be an interactive lecture. As such, the contributions of the class and responses to probing questions will be used by the teacher to ensure they have achieved the learning objectives for the lesson.

HOMEWORK:

Worksheet: “Who Do I Know?”

Note: The Orientation, Behavior and Identity concept has been used by many sexuality educators over the years, and is not an original concept to this curriculum. Original author of framing orientation in that way is unknown.

Teacher’s Guide: Yellow Flag Language

The following is a guide to some of the terms relating to sexual orientation that belong on the yellow flag list, and therefore should be used with caution. If some or none of these are used by the students in class, be sure to add them to the list yourself and explain them to the class.

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Homosexual	Gay or Lesbian	<p>“Homosexual” was used as a mental health diagnosis until the early 1980s when it was no longer seen as a mental disorder by the American Psychological Association.</p> <p>Today, “homosexual” is often shortened to “homo,” which is used as an insult to people who are or are perceived to be gay (or to heterosexual people to mean they’re stupid, like “that’s so gay”).</p> <p>Yet, it is also an accurate category of sexual orientation that some people still use. If someone identifies as “homosexual,” someone else can’t say “you can’t use that term.” It’s their right to use whatever term feels right to them.</p>
Straight	Heterosexual	<p>The opposite of “straight” is “bent” or “crooked.” This can imply that there is something wrong with someone who is not heterosexual.</p>
Sexual preference	Sexual orientation	<p>“Preference” is a term that’s used only about non-heterosexual orientations. It is intended to minimize those who are anything other than heterosexual by implying their orientation is simply something they prefer, rather than who they are.</p> <p>This is a “yellow flag” term because bisexual and pansexual people may say, “I am attracted to people of all genders, but I tend to prefer being in relationships with _____.” In that case, the use of the word “preference” is correct.</p>

Teacher's Guide: Yellow Flag Language

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Choice	It depends: OBI	<p>Implying that a person's orientation is a choice is offensive. Heterosexual people do not choose to be heterosexual, it's who they are. Similarly, lesbian, gay, bisexual and other people do not choose to be their orientation, they are who they are.</p> <p>People do not choose their orientation (their feelings of attraction). They DO, however, choose how, whether and with whom they act on their feelings (behavior). They also choose what to call themselves (identity). This is why "choice" is a cautionary word – depends on how it's used.</p>
Sexual Lifestyle or Gay Lifestyle	Sexual Orientation	<p>"Lifestyle" refers to the manner in which a person lives their life. There is no such thing as one heterosexual lifestyle. Heterosexual people live very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships, they marry, they divorce, they have children, they travel, etc.</p> <p>Lesbian, gay, bisexual and other people also lead very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships – they marry, they divorce, they have children, they travel, etc.</p> <p>"Lifestyle" or "gay lifestyle" is a term used to make heterosexual people feel afraid of and disgusted by non-heterosexual people by creating stereotypes about how they live. When someone is depicted as different and less than human, it is easier to discriminate against them. Therefore, sexual orientation is always preferred over these terms.</p>
Queer	Queer, if...	<p>Many people who belong to social or power minority groups will sometimes use offensive terms among themselves in order to defuse the negative power of and reclaim these words. Many lesbian, gay, bisexual and other people identify as "queer," and many do not. Some will call each other "fags" and "dykes," which we consider to be red flag words. This will be confusing to heterosexual people who don't understand why it is offensive when they do the same.</p> <p>As a general rule, it is best to use lesbian, gay, bisexual, and heterosexual. Don't use "queer" or any other term unless a person tells you that that is how they prefer to be identified.</p>

Sexual Orientation: MYTH OR FACT?

INSTRUCTIONS: Decide whether each of the statements is a myth or a fact, and circle the corresponding response.

1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.

MYTH

FACT

2. Most people know what their sexual orientation is by the time they are 13 years old.

MYTH

FACT

3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

4. If you try really hard, you can change your sexual orientation – regardless of whether you are heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

5. In a same-sex relationship, one person plays a “male” or “butch” role, and the other plays a “female” or “femme” role.

MYTH

FACT

6. The majority of people in the world with HIV or AIDS are gay men.

MYTH

FACT

7. With the 2015 US Supreme Court Decision on marriage equality, LGB people now have all the same rights as heterosexual people.

MYTH

FACT

Teacher's Guide

Sexual Orientation: MYTH OR FACT?

1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.

MYTH

The answer here is really, “not necessarily.” Sometimes, a person will act in a way that fulfills stereotypes about a heterosexual, lesbian or gay, or bisexual person. But people act, speak, and dress in all different ways, regardless of their sexual orientation. They have many different kinds of families, jobs, and interests. So while someone may guess correctly that a person is a particular orientation, they could guess the same about someone with similar characteristics and be completely wrong. When in doubt, ask – or, better yet, wait for them to share with you who they are. We all have a right to decide when we want to share personal information about ourselves with others.

2. Most people know what their sexual orientation is by the time they are 13 years old.

MYTH

It's really different for everyone. Some people know from a very young age. Many children who do not end up identifying as heterosexual say they had a sense of being “different” growing up, but they didn't necessarily have the language to articulate it. Others are sure they are one orientation, and then come to discover later that they are not. Still, others know very well what orientation they are, but act in ways that will enable them to conceal it. This is particularly risky when it comes to safer sexual behaviors; if someone, for example, were to get pregnant or get someone pregnant in order to hide that they aren't heterosexual.

3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.

MYTH

The vast majority of lesbian, gay, bisexual, heterosexual and other people were raised by heterosexual parents or caregivers. Similarly, there are lesbian, gay, bisexual, and other parents and caregivers who raise heterosexual children. A parent or caregiver does not determine a child's orientation by how they behave with their child, by their own orientation, or by the activities their children do at home or out in the world. (For example, playing with dolls does not “make” a boy gay – he may be and he may not be, but his orientation was already determined before he started playing with those dolls.)

4. If you try really hard, you can change your sexual orientation – regardless of whether you are heterosexual, lesbian or gay, or bisexual.

MYTH

Nope. You can change your BEHAVIORS, you can change your IDENTITY – but you can't

change your ORIENTATION, or how you feel. Feelings of attraction are discovered, not chosen. It isn't something a person can turn on and off like a light switch. We don't choose who we are attracted to. Now, sometimes we can discover new feelings of attraction – for example, always being attracted to one gender, and then finding someone or others of a different gender attractive later in life. That is different from sitting down and trying to change the way you feel – or from going to therapy or to church to try to influence your feelings. It doesn't work, and can end up doing real psychological and emotional harm.

5. In a same-sex relationship, one person plays a “male” or “butch” role, and the other plays a “female” or “femme” role.

MYTH

Like in question number one, this is also a “not necessarily” answer. Most societies are stuck in a binary gender perspective – meaning that there needs to be a man figure and a woman figure in a relationship for it to work. As a result, people will look to a stereotypically “masculine” person to fulfill the “male” role in a same-gender relationship, and a “feminine” person to fulfill the “female” role. Now, in some relationships, people do express characteristics that may be judged by some to be either “masculine” or “feminine” – but gender doesn't necessarily determine this. For example, in a different-gender relationship, a female partner may support the family financially while her male partner is a stay-at-home dad and raises the children. In a lesbian relationship, one partner may make more money and the other may stay home and raise children. It is circumstance that causes these decisions to be made, not the desire to “be like a man” or “be like a woman”.

6. The majority of people in the world with HIV or AIDS are gay men.

MYTH

Approximately 37 million people around the world are living with HIV or AIDS. Women and children make up about half of those cases, and men make up the rest. The vast majority of people living with HIV around the world are women who contracted HIV from a male partner. Keep in mind, however, many people have same-sex behaviors but don't identify as gay or lesbian.

7. With the 2015 US Supreme Court Decision on marriage equality, LGB people now have all the same rights as heterosexual people.

MYTH

The US Supreme Court decision granting the right for same-sex couples to marry throughout the US only applies to that. In many states, LGB people can still be discriminated against in the workplace, in housing and in medical settings. It was a huge decision relating to equal rights, but there is much work left to do to eliminate prejudice and stigma for LGB people.

Homework: Who Do I Know?

Name: _____ Date: _____

INSTRUCTIONS: Please complete the questions below, using people in your own life or people you've seen in the media, whose sexual orientations you know, and who represent more than one of the orientations we discussed in class, listed below. What have you learned from them about what it's like to be their sexual orientation?

1). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?

2). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?

3). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?

Understanding Gender

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

ID.12.CC.1 – Differentiate between biological sex, sexual orientation, and gender identity and expression.

TARGET GRADE: Grade 9
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Whiteboard and markers
- Enough envelopes with four photos in them, prepared as described above, for half the group to each have one
- Computer with access to PowerPoint
- LCD Projector and screen
- Worksheet: "Gender Scripts" – one copy for one third of your students
- PowerPoint titled "Gender Picture Examples"
- Homework: "I Am Jazz" – one per student
- Flipchart paper and markers
- Masking tape
- Extra pencils in case students do not have them

ADVANCE PREPARATION FOR LESSON:

- Go through magazines or search online to find photos of people who visually fulfill gender role stereotypes, those who do not and those whose gender may not be easily identifiable in a picture. Each picture should have only one person in it, they should not be couples or group shots.
- You will need to find enough pictures for each pair in your class to receive four in an envelope.

(Note to the Teacher: To save time or if it is challenging to find that many unique pictures, you can copy some so there is overlap. Please be sure the photos represent a range of ages, races, ethnicities, cultures, physical abilities and body types.)

- Print or cut out the pictures and place four different ones into a regular envelope to create enough individual envelopes for half your class, since the activity that will use these will be done in pairs.
- Visit the url referenced for the homework assignment (https://www.youtube.com/watch?v=6gbHG8_kTgE) to confirm the link is still active, and in the event the video has moved, search Youtube for new a url for season 1 episode 1 of "I Am Jazz".

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Explain what gender and gender identity are, and how they are different from biological sex. [Knowledge]
2. Define "gender script" while providing several examples of these scripts. [Knowledge]
3. Identify at least three sources of gender scripts and messages they have received growing up. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum

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inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Say, “Today we are going to be talking about gender. Let’s take a look at what that means before we do some activities about it.”

Write the word “gender” on the board. Ask, “What does gender mean?” In most cases, people will say, “it’s whether you’re a boy or a girl.” After a few responses, ask, “How does someone determine whether you’re a boy or girl?” There will likely be a range of responses, but most commonly they will get at “it’s how you’re born.” Ask, “When you’re born, how do they know what your gender is?” Probe for “by looking at the baby’s genitals.”

Explain that there’s a slight difference here – that when you look at the baby’s genitals and see either a penis or a vulva, all you’re seeing is their body parts. Based on what we see, we assign a name to describe that baby – we say, “it’s a boy” or “it’s a girl.” This is called a person’s biological sex (write the phrase “biological sex” up on the board to the left of the word gender).

Say, “Some people are born with external genitals that don’t match their internal organs. For example, someone who has a vulva but no uterus.

All of this has to do with biology – our body parts, our chromosomes and our hormones. This makes up our biological sex. If our body parts are different from our internal organs then we are intersex, sometimes called a DSD (Difference of Sexual Development). That’s a way of referring to someone whose sexual body parts developed differently from most people.”

Say, “Gender, however, is different – and far more complex. To make it clearer, let’s break it down a bit.”

Say, “If you were to look in the mirror and see your body, what you see in the mirror – what we just discussed – is part of your biological sex. If you were to close your eyes, how you see yourself based on those body parts is your gender identity. In most cases, how people feel when they close their eyes matches what they see in the mirror. This is called being ‘cisgender.’ You might commonly hear people refer to just being ‘male’ or ‘female,’ but the correct term is ‘cisgender.’

For some people, what they see in the mirror and how they feel on the inside are different. This is called being ‘transgender.’”

Say, “Regardless of our gender identity, we are getting lots of messages about what is or isn’t okay to say, do or wear based on who we are.” Write the word “gender script” on the board. Ask, “Has anyone here been in a play yet at school? What does a script tell us in a play or movie or tv show?” Probe for it tells us what we should say, how we should move and how we should react to others. Say, “So our gender scripts are how we’re told to behave based on the answer to that question when we’re born: Is it a boy or a girl?”

Divide the class into groups of three. Say, “I am going to give you all a sheet of paper and would like to ask you to think about the gender scripts you have gotten or have heard about people of a different gender from yours. For right now, we’re just going to talk about boys and girls.”

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Distribute the handout, “Gender Scripts” and tell students they will have about 10 minutes in which to complete it. (14 minutes)

STEP 2: After about 10 minutes, ask students to stop their work. Create two lists on the board and go around the room, asking individual students to share an example from their lists. Record their responses.

Once all the responses are on the board, ask the following questions:

- What do you notice about the two lists?
- How did you know that these were the gender scripts growing up?
- From where/whom have you been receiving these scripts?

Say, “So far, we’ve been talking about people who are assigned ‘male’ and ‘female’ at birth. In most cases, people who are assigned ‘male’ at birth have a penis and testicles, and how they feel on the inside matches those body parts. It makes sense to them. Same thing for people who are assigned ‘female’ at birth – they have a vulva and ovaries and a uterus, and how they feel on the inside matches those parts.

Sometimes, however, the body parts are different from how a person feels on the inside. That person may call themselves ‘transgender.’ How might someone who identifies as transgender react to these scripts?” (11 minutes)

STEP 3: Say, “To what extent do you think our culture as a whole has been scripted around gender? Let’s take a look at that now. To do so, we need to get into pairs.”

After students get into their pairs, say, “Each pair is going to get an envelope. Inside are four pictures. You are going to face each other. One person will start by taking out one of the pictures from the envelope without showing it to the other person. They will then describe the person in the picture and the other person needs to guess the gender of that person. Seems easy, right? But wait – there are a few rules!” (write key words on the board as you go through these):

- The guesser may not ask questions, they can only go by what’s shared by their partner.
- No gender pronouns. You may not use any pronouns other than “they” or “them” – so no “he” or “his” or “she” or “hers.”
- No gender words like “masculine” or “feminine”; “man” or “woman;” and so on. For example, you cannot say, “This person looks like a man but isn’t” or “This person looks really girly.” Just describe what’s in the picture. For example “This person has long hair.” “This person is a child. They are playing football.”
- You may not refer to whatever’s in the picture as a “girl” or “boy” thing – for example, you cannot say “This person is playing with a girl’s doll.”
- If you recognize the person in the picture, please do not just say, “Oh, it’s so-and-so” or describe what tv show or movie they’re in – it’s about what they look like physically.”

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Put up the PowerPoint slide with the sample photo. Say, “For example, if you had this person, you might say, ‘this person is smiling. They have dark hair that is styled up over their head. They are wearing lipstick and other makeup.’ Then allow the other person to guess.”

Press “D” to darken the screen so the second PowerPoint slide cannot be seen. Then describe the person in the picture, saying, “Let’s try another one – only this time you won’t see the picture, which is what it’ll be like in the activity. This person has dark hair, that’s sort of spiked up. They’re wearing eye makeup and a necklace and a leather jacket.” Once students have thrown out their guesses about the gender of the person in the picture, show the second slide.

Answer any questions and then distribute the envelopes, reminding students to take turns and not show their pictures to their partners. As they work, walk around the room to see how they are doing. (10 minutes)

STEP 4: After about five minutes, ask students to stop their work. Process by asking the following questions:

- What was it like to do that? What was [insert participant responses] about it?
- Did you find it easy to guess a person’s gender? What was the language that tipped you off?
- What made it difficult to guess the person’s gender?
- What was it like to be the person giving clues? What was easy or challenging about doing that?

Say, “In the photos, there were certain features that could apply to someone who is or who we perceive to be female, to someone who is or we perceive to be male or to someone whose gender identity we do not know or who does not identify as male or female. If these terms can apply to someone of any gender, why do you think we gender them in the first place? Why would we say, ‘she’s dressed like a guy’ vs. ‘she’s wearing pants?’”

Say, “What we call ourselves is called our ‘gender identity.’ And while you may assume that someone who looks a particular way on the outside identifies the same way on the inside, that may not necessarily be the case. Ask, “How many people feel they guessed the genders of the people in both of their photos correctly?” Explain that, unless the photo you had was of a famous person who’s made their gender known, you actually wouldn’t know for sure what that person’s gender is unless you asked them.

Say to students, “No one has the right to tell someone else how they are supposed to express their gender. Society will continue to give messages – whether that’s in the media or from family or culture or religious groups. But in the end, every person has the right to discover who they are and to let others know in ways that feel right to them.” (12 minutes)

STEP 5: Answer any questions students may have, then explain that for their homework they will be watching a few minutes of the tv show, “I Am Jazz” and responding to some questions about it. Distribute the homework sheets and close class. (3 minutes)

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RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The initial presentation by the teacher will achieve the first learning objective. The gender script brainstorm small group activity and large group discussion will achieve the second and third learning objectives. The homework will also achieve the second learning objective.

HOMEWORK:

Students will watch a brief excerpt from the tv show, "I Am Jazz" and respond to the questions on the homework sheet.

Student Worksheet: Gender Scripts

Name: _____ Date: _____

Instructions: From the time we are born, we are told how we are supposed to act, dress and speak based on the sex we are assigned at birth – just as if we had been given a script and asked to follow it throughout our lives. In the space below, please provide examples of some of the messages you or people close to you have received about how we are supposed to behave based on whether someone is assigned “male” or “female” at birth.

ASSIGNED FEMALE

ASSIGNED MALE

Homework: I am Jazz

Name: _____ Date: _____

Instructions: Please go to https://www.youtube.com/watch?v=6gbHG8_kTgE and watch episode one of “I Am Jazz” until 10:11. Once you are done, please answer the questions below.

1. When mom and dad talked about knowing they were having a boy, dad talked about what he was looking forward to. What things was he excited to do with his child based on the sex he assumed Jazz was?

2. Jazz’s dad talked about not wanting to go out into the world when Jazz was wearing a dress. Why do you think he felt that way? Do you think he would have felt that way had his daughter wanted to leave wearing pants? Why or why not?

3. Why do you think Jazz was not allowed to go to school “dressed as a girl”? Do you agree with them for doing that or do you think she should have been allowed to? Why or why not?

4. When talking to more than one person, you’ll notice they say “you guys.” This is used a lot in real life, too. Why do you think when we’re talking to a group, even if they don’t identify as boys or male, we say “you guys?” Would it ever work to say, “You girls?” Why?

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Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.DM.1 – Apply a decision-making model to choices about contraception, including abstinence and condoms.

SH.12.DM.1 – Apply a decision-making model to choices about safer sex practices, including abstinence and condoms.

PD.12.DM.1 – Apply a decision-making model to various situations relating to sexual health.

TARGET GRADE: Grade 9
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- A donut – any kind
- A paper plate and napkin
- Donut Nutritional Information – one copy
- “Decisions, Decisions” – one per student, prepared as booklets as described
- Worksheet: “What’s Your Dogma?” – one per student
- Teacher’s Guide: “What’s Your Dogma?” – one copy
- Homework: “Teach Your Parents Well” – one per student
- White board and markers
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Print out enough copies of the “Decisions, Decisions” pages for all students to have one whole set. Cut each sheet in half, and put them together in order with “Decisions, Decisions” on the top. Staple them in one corner to create individual booklets, one per student.
- Become familiar with the decision-making model below so that you can present it easily in class.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe the steps involved in one decision-making model. [Knowledge]
2. Apply the decision-making model to a scenario relating to pregnancy prevention and safer sex. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Say, “We make decisions every single day. What are some of the decisions you have made before you got to class today?” Possible answers may include:

- What to wear to school
- What to eat for breakfast
- Whether to take the bus/subway/walk to school
- Who to sit with at lunch
- Whether/how to respond to someone’s text

Say, “What we’re going to look at today is how we make decisions, focusing on making decisions that have to do with sexuality.”
(2 minutes)

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STEP 2: Make sure all the students have a pencil or other writing implement. Distribute the decision-making booklets to every student face down, asking them not to turn them over until you have said so. Explain that, when you say go, you're going to ask them to turn over their booklets. On each page of these booklets is a situation in which they need to decide whether to do something. Tell them that you are going to read each situation and they must immediately decide whether they'd do what is described or not and then circle "yes" or "no" to reflect their choice. Tell them that no one will see their answers except them, so they should be completely honest.

Ask whether there are any questions and then ask them to turn the booklet over, turn to page 1 and read what's there. After you've read the brief scenario, say, "Yes or no?" Immediately say, "Turn the page," and read the scenario on the second page. Continue in this rapid fire way until you've completed the entire packet. (6 minutes)

STEP 3: Ask the students, "What was it like to do that?" Probe for responses, which will vary, but may include:

- It was easy
- It was difficult
- It went too fast
- It was fun

Ask, "Did this reflect how you usually make decisions? Why or why not?" Talk about how it may depend on the situation; how it may depend on what other factors are going on at the time. Ask for an example of what else they'd need to know in one of the examples in order to make a decision. (8 minutes)

STEP 4: Say, "This is very typical of how we make decisions every day. I'm guessing most of you did not sit staring at the breakfast choices this morning for 20 minutes wondering, 'Cheerios? Toast? Hmm...' You thought for a moment about what you wanted, you listened to what your body was saying, and you made your decision. That works for moving us through the day. What it doesn't work for is making decisions about sex and sexuality. Let's talk about that now."

Ask whether anyone has ever heard the word "dogma" before. Say, "A dogma is a set of principles or values or beliefs we have. They may be informed by our families, our friends, our religious group if we have one, and just our own thoughts about what we do and don't believe. When it comes to sexuality, we are making decisions based on what we know and what we believe. So when you think of making sexuality-related decisions, think about your own DOGMA."

On the board, write "DOGMA" in a column going down one side of the board. Say, "In this lesson, 'dogma' both means your beliefs and it is how you can remember the steps to making an effective decision that reflects those beliefs."

Next to each of the letters write the corresponding word, and go through each as outlined:

D = Determine what the situation is

Explain that in the scenarios given in the booklet, the scenarios were quick and easy – they

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either knew for sure because of their beliefs, or made a choice based on what they wanted in the moment. Explain that after you have gone through the model, you are going to talk about how you determine what the real situation is that they need to make a decision about.

O = Brainstorm your Options

Say, “We always hear people say, ‘I didn’t have a choice’ or ‘what was I supposed to do?’ For example, in one of the situations in the booklet, people might say, ‘that donut was calling to me!’ Of course, they’re joking – donuts can’t talk... but when we say we didn’t have a choice, many times it’s a way of making an excuse for just doing what we want to do.

Let’s stick with the donut example, because obviously, I’m hungry today. Are there only two possible outcomes, either eat or don’t eat the donut? No. I could [write these on the board] eat the donut, not eat the donut, eat part of the donut, take the donut and leave money for the person whose donut it was, I could leave a note for the person that reads, ‘if no one wants this donut, can I have it?’ sign my name and not eat it until I’ve given enough time for people to say whether they want it themselves.”

G = Gather Information about and weigh the pros and cons of each option

Say, “Once I have thought of my options, I need to gather information that will help me make my decision. Sometimes, this information is in my brain and I just need to access it. Other times, I’ll need to ask someone else for their thoughts or what they know or have experienced – or I might need to go online.

For example, say I want to eat the donut, but I’m also trying to be healthy and watch what I eat. That doesn’t mean I might not still eat it, but I need to know a bit more about the donut so I can determine – is it worth it?”

Hold up the Donut Nutritional Information and explain the one you found that does less harm, and one you could have that was much higher in calories, fat, etc. Explain that while you could eat either – or both – the impact of each is different because of the amount of fat, sugar and calories in each.

Say, “Now that I’ve gotten some information, I need to look at what the advantages and disadvantages of each option are.

Let’s talk choice one: I don’t eat the donut at all. What are some of the advantages of that?”

Probe for “You’ll feel better about yourself,” “You won’t feel gross afterwards,” “You won’t have a sugar rush and then the crash afterwards” as advantages, and “You won’t have eaten what looks like a yummy donut” as one disadvantage.

Then ask, “Now, what about a different choice? What if I just eat some of donut? What are the advantages and disadvantages?”

Probe for, “You still get some of the donut, but not as many calories or fat or other bad stuff” as an advantage and “You don’t get the whole thing” or “You may make the person whose donut it is really mad by only taking a piece of it” as disadvantages.

Say, “These are all good things to keep in mind. Also tuck away in your mind that the number of advantages and disadvantages you identify tells you something. If I can come up

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with ten reasons not to eat the donut, and only one reason TO eat the donut, I need to really pay attention to that.”

M = Make a decision

Say, “So you’ve made a list of each options and weighed the pros and cons to each. Now you need to go ahead and decide what to do based on those things.”

A = Act on your decision

Say, ‘Now that I’ve made my decision I’m going to act on it. I pop that donut into my mouth and make all sorts of yummy noises as I eat it -- even as the person who owns the donut is yelling, ‘what are you doing?!’ Or, I walk away, feeling superior to everyone who I think was weak, knowing I made the right choice for my health.”

Summarize the steps of the model again. Then say, “So, we’ve gone from making a decision in a split second to going through a whole model that feels like it would take 15 minutes to do. But that’s not the case. By practicing this model, decisions start to come easier and easier – they’re just more thought-out.” (12 minutes)

STEP 5: Break the class into groups of 3. Hand out the worksheet, “What’s My DOGMA?” to each student, so that everyone can follow along, even if they complete only one for the triad. Ask them to put all three names on one of the sheets and designate a writer. Ask for a volunteer to read the scenario aloud to the class. Then ask students to decide which of the two characters they plan to represent and go through the worksheet and practice their DOGMA. Tell them they have about 10 minutes in which to do this. (12 minutes)

STEP 6: After about 10 minutes, stop the groups. Ask for one group to present their D and O, also asking for input from other groups. Record these on the board. Go to another group and ask them to share their G and M, again, asking for input from other groups to supplement.

Then go around the room and ask each group to share their final decision, or their A. If there is repetition, place check marks on the board next to any decisions that are repeated.

Once all the groups’ actions are recorded on the board, ask the students to reflect on what they notice about the decisions people reached. Each list will be different, but you may hear any or all of the following:

- Most of us picked the same answer
- There’s a lot of variety in what we said we’d do
- I started the activity thinking I’d do one thing, and ended up deciding something else

Ask, “Did you notice a difference when it was Kyle who they represented vs. Erika? Why do you think that was?”

Note to the Teacher: *If none of the students select Kyle, be sure to talk about whether and how they think it might have looked differently had someone selected that character instead.*

After students have shared their responses say, “The point is not to get to the same outcome, although some of you may have. The point is that, whatever decision you make, you want to think it through carefully before making it.”

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Take the donut from the plate, wrap it in the original bag or paper, and throw it in the garbage.

Then tell students about the homework and distribute the worksheet. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class description of the model will fulfill the first learning objective (the second in-class activity and homework will also reinforce the first learning objective). The homework assignment will achieve the second learning objective.

HOMEWORK:

“Teach Your Parents Well” worksheet, in which students need to walk through the decision-making model with one of their parents/caregivers and then help them make a decision they have to make.

Note: Decision-making booklet activity adapted from an activity created by Michelle Gerka, CAI Global.

Teacher's Guide: What's Your DOGMA?

Note: There will be all different responses from students. This provides a sample so you can help guide them on how to use the decision-making model effectively. It represents one possible choice, not necessarily the right choice.

Kyle and Erika have been together since the beginning of 8th grade. They've made out a lot and know how to make each other feel good, and haven't really had any complaints about that part of their relationship. It's almost the end of 9th grade, and they both feel ready to start having sex. Neither of them has ever had sex with anyone else before, although Erika performed oral sex on the guy she liked before Kyle (she didn't tell Kyle because she doesn't think that's really sex). Kyle and Erika don't want Erika to get pregnant, but they're not sure what their options are for protection. Neither of them will have sex without some kind of protection.

Character You're Representing (circle one): Kyle Erika

D – DETERMINE WHAT THE SITUATION IS

We both want to have sex, but we don't know what the most effective protection is.

O – BRAINSTORM YOUR OPTIONS

We can research birth control online and figure out what our options are.

We can go to a teen health clinic and find out more information there.

We can call/text a clinic hotline I saw advertised on Facebook to get more information.

We can ask a parent/trusted adult to get more information.

We can do nothing and just hope we're lucky and she doesn't get pregnant.

G – GATHER INFORMATION ABOUT AND WEIGH THE PROS AND CONS OF EACH OPTION

I want to talk with Erika about what birth control is available.

I want to figure out if we should get tested for STDs too?

I need to think about whether I am comfortable using condoms, since two methods work better together (I just read that on a website).

I need to find out from Erika what she would consider using.

(Note: A couple of options)

1) Get birth control from teen health center

PROS

Prevent pregnancy

If condoms, could prevent STDs

Will help us relax knowing we're protected

CONS

Might be embarrassing to go to clinic/drugstore

Might cost a lot of money depending on method

No method works 100% by itself so we should use two methods together (dual use)

Teacher's Guide: What's Your DOGMA?

2) Don't get birth control and hope Erika doesn't get pregnant

PROS

We don't have to do anything

It doesn't cost money

risk

CONS

Big risk for pregnancy

Erika getting pregnant would be a disaster

If there's a risk of pregnancy, there may be a
of STDs

M – MAKE A DECISION

Based on all of this, you decide that you think it would be best to use two methods, a condom and the pill.

A – ACT ON YOUR DECISION

I'm going to go out and get some condoms and talk with her about how she feels about getting on the pill. I'll offer to go with her to the clinic, too.

Student Worksheet: What's Your DOGMA?

Name: _____ Date: _____

Name: _____ Name: _____

INSTRUCTIONS: Read the following scenario. Decide whether you want to represent Kyle or Erika, then walk through the DOGMA decision-making model and make your choice!

Kyle and Erika have been together since the beginning of 8th grade. They've made out a lot and know how to make each other feel good, and haven't really had any complaints about that part of their relationship. It's almost the end of 9th grade, and they both feel ready to start having sex. Neither of them has ever had sex with anyone else before, although Erika performed oral sex on the guy she liked before Kyle (she didn't tell Kyle because she doesn't think that's really sex). Kyle and Erika don't want Erika to get pregnant, but they're not sure what their options are for protection. Neither of them will have sex without some kind of protection.

Character You're Representing (circle one): Kyle Erika

D Determine what the Situation is

O Brainstorm your Options

G Gather Information about and weigh the of Pros and Cons of Those Options

M Make A Decision

A Act on Your Decision

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You're about to leave for school. Your parent/caregiver has left their wallet out on a table and you know you could use an extra \$5 to have at school today. They probably won't miss it and you're late already – do you take it without asking?

Yes

No

You have the same class as another friend, and both sections have a quiz that day. Your friend grabbed an extra copy of the quiz when they were being handed out and offers it to you before class. Do you accept?

Yes

No



You really like your best friend's boyfriend or girlfriend. Like REALLY like them. You'd never say anything to them out of respect to your best friend – but one day, the boyfriend or girlfriend comes up to you and says, "I think I like you instead." Do you tell your best friend?

Yes

No

Your boyfriend or girlfriend is in the bathroom and left their phone out. You hear that they got a text – do you look to see who it's from?

Yes

No



You're walking down the street behind someone, and as they're walking you notice they drop something. Once you catch up, you see it's a Visa gift card.
Do you keep the card?

Yes

No

You are really trying to be healthy and have cut out almost all sugar from your life. This has been very difficult, as you are a total sugar fiend! You walk into class early and the room's empty, except for a coffee urn in the back left over from a teachers' meeting... and a plate of donuts. No one will see you – do you take one?

Yes

No



Donut Nutritional Information

Donuts	Serving Size	Calories	Calories from Fat	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)	Total Carb (g)	Dietary Fiber (g)	Sugar (g)	% Daily Value				
												Vitamin A	Vitamin C	Calcium	Iron	
Glazed Chocolate Stick	1 Stick	410	230	25	11	0	0	540	42	2	20	4	0	0	2	10
Glazed Donut	1 Donut	260	130	14	6	0	0	330	31	1	12	3	2	0	0	6
Glazed Dulce de Leche Donut	1 Donut	330	140	16	7	0	0	350	41	1	19	4	2	0	4	6
Glazed Guava Donut	1 Donut	280	130	14	6	0	0	340	36	1	15	3	2	20	0	6
Glazed Jelly Donut	1 Donut	310	130	14	6	0	0	340	43	1	14	3	2	0	0	6
Glazed Jelly Stick	1 Stick	480	220	25	11	0	30	380	59	1	37	4	0	0	2	8
Glazed Lemon Donut	1 Donut	300	130	15	7	0	0	350	39	1	17	3	2	0	0	6
Glazed Old Fashioned Donut	1 Donut	340	170	19	8	0	25	320	39	1	19	4	4	0	2	8
Glazed Stick	1 Stick	410	220	25	11	0	30	370	43	1	21	4	0	0	2	8
Glazed Strawberry Donut	1 Donut	320	130	14	6	0	0	350	45	1	21	3	2	2	2	6
Glazed Vanilla Creme Donut	1 Donut	370	180	19	8	0	0	360	44	1	25	3	2	0	0	6
Great White Donut	1 Donut	330	180	20	8	0	0	350	35	1	17	3	2	0	0	6
Guava Burst Donut	1 Donut	260	130	15	7	0	0	340	29	1	9	3	2	20	0	6
Guayaba Burst Donut	1 Donut	300	140	15	7	0	0	330	38	1	15	4	2	0	0	6
Jelly Donut	1 Donut	270	130	14	6	0	0	330	32	1	15	3	2	0	0	6
Jelly Stick	1 Stick	440	220	25	11	0	30	380	50	1	29	4	0	0	2	8
Lemon Donut	1 Donut	260	130	15	7	0	0	350	29	1	10	3	2	0	0	6
Lemon Stick	1 Stick	430	230	26	12	0	30	400	44	1	21	4	0	0	2	8
Maple Creme Donut	1 Donut	330	170	19	8	0	0	350	36	1	17	3	2	0	0	6
Maple Creme Drizzle Donut	1 Donut	370	170	19	8	0	0	360	47	1	28	3	2	0	0	6
Maple Crumb Cake Donut	1 Donut	380	180	20	9	0	25	330	45	1	25	4	4	0	2	8
Maple Frosted Coffee Roll	1 Coffee Roll	410	170	19	8	0	0	410	54	3	20	7	0	0	4	10
Maple Frosted Donut	1 Donut	270	140	15	7	0	0	340	32	1	14	3	2	0	0	6
Maple Frosted Sprinkles Donut	1 Donut	290	140	16	7	0	0	340	34	1	15	3	2	0	0	6
Maple Vanilla Creme Donut	1 Donut	360	180	20	8	0	0	360	43	1	24	3	2	0	0	6
Marble Frosted Donut	1 Donut	270	140	15	7	0	0	340	32	1	13	3	2	0	0	8
OREO Cheesecake Square Donut	1 Donut	370	160	18	8	0	10	400	46	1	22	5	2	0	2	10
OREO Chocolate Cheesecake Square Donut	1 Donut	380	170	19	8	0	10	400	48	2	24	5	2	0	2	10
Old Fashioned Cake Donut	1 Donut	320	200	22	10	0	25	300	33	1	9	3	4	0	10	6
PEEPS Donut	1 Donut	310	140	15	7	0	0	350	39	1	20	4	2	0	0	8
Peanut Butter Creme Donut	1 Donut	320	170	19	8	0	0	350	36	1	18	3	2	0	0	6
Peanut Butter Creme and Jelly Donut	1 Donut	360	170	19	8	0	0	360	44	1	26	3	2	0	0	6
Peanut Donut	1 Donut	450	230	26	10	0	25	330	48	2	25	7	4	0	4	10
Philly Creme Donut	1 Donut	360	170	19	8	0	0	370	43	1	22	4	2	0	0	8
Pittsburgh Donut	1 Donut	430	210	24	10	0	0	390	50	1	31	3	2	0	0	8
Plain Stick	1 Stick	370	220	25	11	0	30	370	31	1	10	4	0	0	2	8
Play Ball Donut	1 Donut	340	130	15	7	0	0	360	48	1	20	3	2	0	0	6
Powdered Donut	1 Donut	320	170	19	9	0	25	320	33	1	14	4	4	0	2	8
Powdered Munchkin	1 Munchkin	60	30	3.5	1.5	0	5	50	7	0	3	1	0	0	0	2
Powdered Stick	1 Stick	390	230	25	12	0	30	370	37	1	15	4	0	0	2	8

Homework: Teach Your Parents/Caregivers Well

Name: _____ Date: _____

INSTRUCTIONS: Please walk through the decision-making model we learned in class today with a parent or caregiver. Then ask them whether they have a decision they need to make, and walk through the model together to see whether it will help them reach their decision.

Parent/Caregiver Name: _____

D – Determine the situation

O – Brainstorm Your Options

G – Gather More Information about and Weigh the Pros and Cons about those Options

M – Make a Decision

A – Act On Your Decision

Sexual Decision Making

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

[This lesson is adapted and reprinted with permission from Our Whole Lives: Grades 7-9, second edition, Unitarian Universalist Association, 2014. Original OWL 7-9 author is Pamela M. Wilson and the author of this lesson is Al Vernacchio.]

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.CC.2 – Describe a range of ways to express affection within healthy relationships.

HR.12.IC.2 – Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

HR.12.SM.1 – Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

PR.12.INF.1 – Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

TARGET GRADE: Grade 9
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Handout “Sexual Readiness” – one per student
- One copy of each of the role-play scenarios 1-5
- Pencils in case students do not have their own
- Markers for whiteboard or chalk for chalkboard

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Identify various reasons why teens choose to engage or not engage in sexual behaviors. [Knowledge]
2. Identify at least three questions whose answers can help determine if they are ready to engage in sexual behavior with a partner. [Knowledge]
3. Articulate a message about sexual boundaries with a partner during a role-play activity. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the lesson by asking, “Has anyone ever struggled to make a really tough decision?” After a few students have raised their hand go on to ask, “Has anyone ever made a really tough decision and even after you made the decision you weren't 100% sure it was the right one?” Go on to explain that, “Making decisions can be difficult and making decisions about sex can be even more difficult since everyone has different values and beliefs about this topic. That is what we're going to talk about today.” (2 minutes)

STEP 2: Ask students, “When do you think someone is ready to have sex - either oral, vaginal or anal – with their partner?” Take a few responses and ask, “What would have to be in place with their relationship?” Take a few responses and lastly ask, “What kinds of questions should young people ask themselves before taking that step?” Take a few responses and then distribute the handout “Sexual Readiness” to each student. Ask for a few volunteers to read some of the questions in the handout aloud. Then ask students to turn around and talk with someone they are seated near about their reactions to the handout. Give the students five minutes to discuss and when time is up, process the activity by asking the following questions:

Sexual Decision Making

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- What was it like to do that? What was [easy, surprising, interesting—fill in answers] about it?
- Which questions do you think are most important to talk about with a partner? Which are least?
- Which questions surprised you?
- Any questions you think are missing?
- How do you think it would be for a couple to talk through all these questions? (10 minutes)

STEP 3: Explain that next students will do some role-playing to practice making healthy decisions about sexual behavior. Remind students that in general healthy relationships are:

- Consensual and non-exploitative
- Concerned about consequences such as STDs and pregnancy
- Respectful and caring

Then explain, “The class will be divided into five teams. Each team will get a role-play involving a couple that is making a decision about sex. Each group should read and discuss their scenario and decide who will role-play the scenario. The other members will be coaches. The goal is to have the role-play worked out so the couple reaches a decision quickly. Groups will have five minutes to prepare your role-play and then you’ll act it out for the class.”

Divide the class into five groups and give each group a different scenario. Circulate among the groups while they are working offering support as needed. After five minutes, gather students’ attention and explain how the role-plays will be presented by saying, “Each team will present their role-play in order. Just at the point at which the couple have made their decision, I’ll say ‘freeze-frame’ and the role-play will stop. Then the class will answer the following questions based on the role-play they just saw. ”

Note to the Teacher: *It can help to have these questions written on the board to refer to after each role play.*

- 1) What are the possible consequences for this couple if they follow through with their decision?
- 2) Do you think they made a healthy decision? Why or why not?

After the class answers these two questions, the next group will present their role-play and follow the same process. Follow the process described for role-plays of scenarios 1-5. (23 minutes)

STEP 4: Process the entire activity by asking:

- Actors, how did it feel to play these roles?
- How realistic were the consequences the class predicted?
- If you could go back and make another decision again, what would you do differently? (10 minutes)

Sexual Decision Making

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STEP 5: In closing, remind the class of the following take-home points, “It’s important for each of you to figure out where you stand about decisions regarding sex so you can not only be clear for yourself but also find ways to be clear with any future partners.” Thank class for their hard work and close lesson. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The initial discussion meets the first learning objective while the role-play fulfills the second learning objective.

HOMEWORK:

None.

Handout: Sexual Readiness

Here are some questions to answer before making a decision to have sex (oral, anal or vaginal) with a partner:

1. How do I feel about sex? When do I think it would be right for me? Under what conditions and with what kind of person?
2. How does the other person feel? How do their feelings fit in with my own?
3. Is there any chance that I'm pressuring or exploiting the other person? Could they be pressuring or exploiting me?
4. What do I expect sex to be like? What if it's bad and I don't enjoy it? How would I feel about myself or my partner?
5. How would my partner and I feel if others found out about our sexual relationship, specifically those very close to me?
6. Do I trust my partner? Completely?
7. Am I comfortable being vulnerable in front of my partner, for example being naked with them?
8. What if this turns into a strictly sexual relationship and that's all we ever do? How would I feel then?
9. What extra pressures might I (or we) feel once we have sex?
10. How will I feel if we break up?
11. What will I do to prevent STDs?
12. What would I do if I got an STD?
13. If my partner is another gender and we have vaginal sex, what will I do to prevent pregnancy?
14. What would I do if a pregnancy resulted from having vaginal sex? How would my partner and I feel?
15. How would my family feel if they found out about my sexual relationship? How would I feel about their knowing?

If you cannot answer all of these questions with confidence, you aren't ready for sex yet. You're the only one who can make the decision, make it wisely.

Freeze Frame Role-Play Scenario 1

Hannah and Jonathan

Hannah and Jonathan have been together for about six months. They have a good relationship but only get to see each other about once a month, because Jonathan just moved to a town about an hour away from Hannah. Since his move, Hannah has begun to hint that she's ready to have sex. Plan a role-play in which Jonathan talks with Hannah about having sex and they make a decision.

Hannah: You like Jonathan a lot and you're glad that he doesn't pressure you about sex. Still, you've decided to go ahead and have sex with him because it might make the relationship stronger, now that he's moved away.

Jonathan: You're crazy about Hannah but don't think things will work out now that you live in two different places. You want to be honest with Hannah and don't want to mislead or hurt her. Recently, Hannah has hinted that she's ready to have sex, but you're wondering if she's just trying to hold onto the relationship. Talk with Hannah about what you're sensing.

Freeze Frame Role-Play Scenario 2

Morgan and Terence

Morgan and Terence met several months ago at a party. Morgan identifies as queer and is very active in the LGBTQ group at his school. Terence isn't sure whether he's straight or bisexual and has only dated girls. But both Morgan and Terence know they are attracted to each other. Plan a role-play in which Morgan talks to Terence about what's going on and they make a decision about whether to have sex.

Morgan: You and Terence live in the same apartment building and are in the same homeroom. Terence has dated girls and seems straight, but he also seems attracted to you. Last week, you bumped into him in the laundry room in your building and after a lot of "accidental touches" you ended up kissing. But then he stopped and left. Now he just sent a text asking if you'd meet him in the laundry room. You decide to go because you want to have an honest conversation. You don't want to begin anything with someone who is so confused.

Terence: You date girls you like, but haven't done much sexually with them; you've kissed a couple of them, but didn't find it very exciting. Now you feel very attracted to Morgan. When you kissed him last week, it felt wonderful, but also confusing. You just can't stop thinking about Morgan and imagining his touch. You think you want to have sex with him, but you don't want your family or friends to find out, because they would disapprove.

Freeze Frame Role-Play Scenario 3

Graham and Marina

Marina and Graham have been going out for four months. Marina's family immigrated from Russia five years ago. Marina speaks English well, thinks of herself as American, and argues constantly with her parents about many of their beliefs, which she finds old-fashioned. Graham and Marina are crazy about each other. Plan a role-play in which Graham talks with Marina about having sex and they make a decision.

Graham: You feel lucky to have Marina as your girlfriend. She is beautiful and so nice to you. You like the fact that you come from different cultural backgrounds. You love touching Marina and want to have vaginal sex with her. You want to do it right, though. You want to go with her to get birth control and you plan to use a condom too.

Marina: You've in heaven because Graham is such a nice, caring and sensitive guy. He's the first American you've ever dated, but your parents don't like him. They don't want you dating at all. When you and Graham kiss and touch each other, it feels great. You want to have sex, but you've always told yourself and your parents that you would wait until you were married to have sex.

Freeze Frame Role-Play Scenario 4

Andie and Diana

Andie and Diana are two girls who just met last weekend at a party. They had fun together, and now they've hooked up again this weekend. They're alone in Andie's basement. Plan a role-play in which Diana asks Andie about having sex and they make a decision.

Diana: You think Andie is a lot of fun and really cute. You're not interested in a relationship. You know that you're both really turned on. You decided some time ago that you weren't ready for oral sex, so you know that's off-limits for you. But you can think of a lot of other wonderful things that you and Andie can do to express your feelings for each other. Talk it over with Andie.

Andie: You think Diana is great and feel that this could be the relationship you've always wanted. You've never felt like this before and don't want to do anything to turn Diana off. You feel open to all kinds of things with Diana, including commitment and sex. You plan to use protection if you and Diana decide to have sex.

Freeze Frame Role-Play Scenario 5

Sydney and Zee

Sydney is a trans girl who has a big crush on Zee. Both are free thinkers who don't like labels. Sydney and Zee have been hanging out together for a few weeks and enjoy a lot of the same things. It's clear that they're attracted to each other, but they've never kissed or touched. Plan a role-play in which Sydney talks with Zee about having sex and they make a decision.

Sydney: You were assigned male at birth but have never identified as a boy or a man. You are a girl, but not a "girly" girl. You really like the fact that Zee is kind of androgynous, but you aren't sure how to get things started. You decide that the two of you should talk about your feelings.

Zee: Biologically you were assigned female at birth but you hate all of the boxes that society puts people in and identify as genderqueer. You work hard to have a gender-nonconforming appearance and style. You enjoy gender-bending and you feel like with Sydney you have finally met someone who really "gets you".

Planning and Protection: Avoiding or Managing STDs

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

SH.12.GS.1 – Develop a plan to eliminate or reduce risk for STDs, including HIV.

SH.12.AI.1 – Explain how to access local STD and HIV testing and treatment services.

TARGET GRADE: Grade 9
Lesson 8

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Lined 3 x 5 index cards, enough for each participant, prepared as described
- Pens or pencils, in case students do not have their own
- Homework: "Investigative Reporting" – one per student

ADVANCE PREPARATION FOR LESSON:

- Turn the index cards to the non-lined side. In the bottom right-hand corner, write lightly and in pencil, an "S" on three cards, and at least 4 of each of the following: a "U", "A", "C" and "P." Leave the remaining cards blank.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name the only 100% effective way of avoiding an STD. [Knowledge]
2. Explain why having oral, anal or vaginal sex with an infected partner puts a person or couple at risk for STDs. [Knowledge]
3. Name one health clinic or center in their area that provides STD testing and treatment for teens. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask the students to take out a pen or pencil, which they will need throughout the class session. As they are doing that, distribute one of the index cards you prepared in advance of the class to each student without telling them there is anything written on them.

Once they all have a card and writing implement, ask them to stand up and walk around the room, just milling around, talking and saying "hi" to each other. (To appeal to your musical learners, you may wish to have music playing softly in the background as they do this part of the activity). After about 10 seconds, ask them to stop where they are and pair up with the person standing closest to them.

***Note to the Teacher:** If there is an odd number of students, the leftover person can join a pair as a group of three; you do not, however, want there to be groups of three throughout the room, so be*

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sure to wait until everyone has paired up before assigning the one leftover student to a pair.

Say, "I am going to give you a topic to discuss with this other person. You will have two minutes, and you need to keep the discussion going for that time." Write on the board, "Top three favorite movies." Say, "I'd like you to talk with each other about three of your favorite movies – and why they're your favorites. It doesn't matter who starts first; I'll tell you when two minutes have elapsed. Go!"

After two minutes, ask them to stop their conversations. Say, "Please hand your index card with the lined side up to your partner, and take their index card from them. Write your name on the card, and then give it back to your partner. So you should now be holding your index card that has the other person's name on it."

Ask them to thank their partner for their conversation and then start milling around the room again, greeting each other, smiling, whatever they wish – and then ask them to stop again and partner up with whomever is closest.

Say, "I'm going to ask you to have another brief conversation with this person – but on a different topic." Write "Travel anywhere" on the board and say, "If money were no option, and you could travel anywhere in the world, where would it be and why? Remember, you have about 2 minutes so you can choose more than one place if you wish. Ok, go!"

After 2 minutes, ask them to stop their conversations, and sign their partner's card. Be sure that once they have signed their partner's card they get their original card back but now with the names of the last two students with whom they had conversations.

Ask them to thank their partner for their conversation and then start milling around the room one last time, greeting each other, smiling, giving high fives, whatever they wish – and then ask them to stop again and partner up with whomever is closest.

Say, "I'm going to ask you to have one more brief conversation with this person – but on a different topic." Write "Super powers" on the board and say, "If you could have any three super powers, what would they be, and why? Remember, you have about 2 minutes. Ok, go!"

After 2 minutes, ask them to stop their conversations, and sign their partner's card. Be sure that once they have signed their partner's card they get their original card back – they should now have an index card with the names of all three students with whom they had conversations.

Ask them to take their seats. (7 minutes)

STEP 2: Explain to the students that, for the purposes of this activity ONLY, the conversations they just had weren't conversations – but sexual encounters. Tell everyone to turn their card over to the unlined side.

Say, "In one of the corners, you should see a lightly written letter. If you have an 'S' on your card, can you please stand up?"

Note to the Teacher: *It can help to intentionally select the students who will receive the 'S' card to ensure they won't be easily embarrassed or mistakenly believe they were singled out due to their sexual orientation or gender identity.*

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Three students should stand up. Explain that for the purposes of this activity ONLY, this person has a sexually transmitted disease – even though they look and feel fine, they had no idea they had an STD.

***Note to the Teacher:** There will very likely be some class reaction as you announce that these represented sexual encounters, as well as when you announce who represents the STDs. This is a good thing! It brings energy to the room and keeps students engaged. Be mindful, however, that we do not know the STD status of our students, and you want to be sure people don't throw out insults – such as, "Figures it'd be you, [student name]" or anything else. This is why it is important to emphasize again and again throughout the activity, "for the purposes of this activity only." Be sure to refer back to your groundrules as necessary to make sure students are respectful of each other.*

Ask the rest of the students to look at their own cards to see whether they have the signatures of any of the people standing on their card – and if they do, to please stand. Then ask whether the people who are standing have any of the following letters on their card. If so, explain what they should do next:

- Say, "Of those who are standing, if you have an 'A' on your card, you may sit down. An 'A' means you chose to remain abstinent – you did no-risk sexual things together or didn't do anything sexual together after all."
- Say, "If you have a 'C' on your card, you may also sit down. A 'C' means you used condoms or other latex barriers, so you were at very low risk for an STD, or pregnancy if you were with a partner of a different sex."
- Say, "If you have a 'P' on your card, it means that if one person in the relationship can get pregnant or has another reason to take the pill, they're on the pill – but that's the only method you used. So, great job protecting yourself and your partner against pregnancy if that was a risk, but the pill offers NO protection against STDs – so you have to remain standing."
- Say "If you have a 'U' on your card, it means you did not use any condoms or other latex barriers during your sexual encounter – meaning the sex was 'unprotected' – so you have to remain standing."
- Say, "If you have a blank index card, it means you were using alcohol or drugs during the encounter and can't remember what happened, including whether you used any kind of latex barrier – so you need to remain standing."

Ask the class to look at any of the people who are now standing, and whether they have any of their signatures on the card. If any students who are sitting have the signatures of those students on their cards, ask them to please up. Repeat the same process of elimination as above, reminding them what each initial stands for. Do this entire process a third time to represent all three conversations or sexual encounters. (14 minutes)

STEP 3: Ask the students to look around the room and to tell you how many people are currently standing up. Once they tell you the number, ask, "How many were standing the very first time – how many had an S on their cards?" Probe for 3, and say, "So three people originally had an STD, and then by the end of the activity, [fill in the number of students standing] had some kind of unprotected sex with that person."

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Ask everyone to take their seats. Process, by asking the following questions:

- What was it like to do that activity? What was [easy, fun, hard, interesting – fill in their responses] about it?
- What did you notice about who got to sit down, and who had to remain standing? (Probe for the fact that only students who had an “A” on their card for abstinence or used latex barriers could sit down). Ask them why they think that was. (Probe for the fact that only abstinence offers 100% effective protection against STDs, but that condoms and other latex barriers offer extremely effective protection if they’re used correctly with every single sexual encounter).
- What does the number of people who were standing at the end of the activity tell you? (Probe for
 - How it’s best to not have unprotected sex with multiple partners to reduce the chances of STDs spreading
 - How, if you’re going to have any kind of sex, it’s important to use condoms or other barriers correctly and every time
 - How important it is to talk with a person about their sexual history to figure out what your own risk for STDs is
 - How if a person were to find out they had had some kind of sex with someone who has an STD they would need to get tested and to tell anyone else they may have been in a sexual relationship with that they need to get tested, too.)

As people participate in the activity processing, write the five themes that should come up during the discussion on the board; if any of them do not, add them in at the end, saying, “I also saw from this activity that...”:

- Abstinence is the safest choice
- Condoms (and other latex barriers) are a must for reducing STD risk
- Talking with your partner is key
- Contraceptive methods like the pill are great for pregnancy prevention, but don’t protect against STDs
- If you are having sex, it is a good idea to get tested and to ask your partner(s) to get tested, too. Some couples will go to get tested together, which reinforces the care they have for each other.

Remind the students that someone needs to have an STD in order to transmit it to someone else, sexual behaviors don’t in and of themselves create STDs. Also remind them that this was only an activity, and that nothing about what you just did implies that the students who were standing up during the activity have an infection or actually had sexual encounters with each other! (9 minutes)

STEP 4: Divide the class into five groups. Once they are in their groups, say, “It’s great to recognize that these five points are important – but it’s another thing altogether to remember them or put them into practice. When businesses want us to change our behaviors or buy certain things or act in certain ways, they buy time on tv or on websites and create commercials. That’s what you’re going to do now.”

Assign each group one of the five categories. Tell them they will have 10 minutes to work together to create a commercial for that statement or something that has to do with that statement, which they will then act out for the class. Remind them that commercials tend to

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be no longer than 30 – 45 seconds. As groups work, walk around the room to help them get started or point them in the right direction. You will also want to listen for any joking around or inappropriate language and help refocus the students on the activity.
(12 minutes)

STEP 5: After about 10 minutes, ask the groups to stop. Have each group present its commercial, asking for feedback from the class after each: What did you take away from this commercial? What was missing? What would be some other helpful take-away points?
(8 minutes)

STEP 6: Acknowledge the work of the class. Say, “STDs are a very real part of our world today. And considering 1 in 4 teens will end up with an STD once they start having some kind of sex, teens – and people of all ages – have a responsibility to know how to practice ways to reduce their chances of getting an STD.”

Explain and distribute the homework and close the class session. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Learning objectives one and two will be achieved by the STD index card activity in class. The homework assignment will fulfill the third learning objective.

HOMEWORK:

Worksheet: “Investigative Reporting” – students will go around for the next week interviewing people about what they know and think about safer sex, as well as finding information about where someone in their community can go for STD testing and treatment.

Note: Versions of the STD index card activity has been used in a variety of formats and resources for many years. The original author is unknown.

Homework: Investigative Reporting!

Name: _____ Date: _____

INSTRUCTIONS: You are a reporter working on a story about STD prevention. You need to go online and talk directly with some people to get the information required below by your editor. Be sure to protect the confidentiality of your sources – this tends to encourage them to be more honest! (Be sure not to give them the answers – you’re trying to see what people know without you saying anything). Not sure what it’s like to be a roving reporter? Check out these teens from Sexetc.org as they interview students about this same topic!

<https://www.youtube.com/watch?v=zP3y6yTbcio>

What do high schoolers know about STD prevention? Find five students and ask them to answer the following two questions:

Question 1: Do you think people our age are at risk for STDs? Why or why not?

PERSON'S GRADE	PERSON'S INITIALS	ANSWER
1.		
2.		
3.		
4.		
5.		

Homework: Investigative Reporting!

Question 2: What is the BEST way to avoid getting an STD, or giving one to someone else?

PERSON'S GRADE	PERSON'S INITIALS	ANSWER
1.		
2.		
3.		
4.		
5.		

Question 3: *(To be answered by looking online or by making a phone call)*

What is the name of a health center in our area that provides STD testing – including for teenagers – for low or no cost?

Name and URL of Health Center: _____

Address of Health Center: _____

Telephone number: _____

What services do they specifically provide relating to STD testing and treatment?

How much do these services cost? _____

What If...?

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.CC.4 – Describe the signs of pregnancy.

PR.12.CC.5 – Describe prenatal practices that can contribute to or threaten a healthy pregnancy.

PR.12.INF.2 – Analyze internal and external influences on decisions about pregnancy options.

PR.12.INF.3 – Analyze factors that influence decisions about whether and when to become a parent.

PR.12.AI.3 – Access medically-accurate information about pregnancy and pregnancy options.

PR.12.AI.4 – Access medically accurate information about prenatal care services.

TARGET GRADE: Grade 9
Lesson 9

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Desktop or laptop computer with internet access (unless you have downloaded the video and can play it without internet access – see note)
- LCD projector and screen
- Speakers to project sound during videos
- Equal copies of Worksheets A, B and C so that each trio has one of the worksheets. So if you have 27 students divided into 9 groups you would need 3 copies of each worksheet.
- Homework: “Pregnancy Website Hunt” – one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Ask the IT person at your school to allow access to the following videos:

<https://www.youtube.com/watch?v=XUcNmU-ucCY>

<https://www.youtube.com/watch?t=2&v=8gBboJIHuhw>

Or, work with the IT person to download 2conv.com, keepvid.com or another site that enables you to download YouTube videos onto the desktop.

- Have the videos queued up and ready to go for the start of class.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two symptoms of pregnancy. [Knowledge]
2. Explain the three choices a person has when they learn that they are pregnant. [Knowledge]
3. Describe at least two reasons why a person might or might not choose each of the options. [Knowledge]
4. Define “prenatal care.” [Knowledge]
5. Access medically-accurate information about pregnancy options, including prenatal care. [Knowledge; Skills]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Once students are settled, start the video, <https://www.youtube.com/watch?v=XUcNmU-ucCY> . Play the video until 1:30 when Emily texts, “I’m seriously stressed.”

What If...?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Turn to the class and say, “Today’s lesson is going to be about pregnancy – how someone knows whether they’re pregnant or whether their partner is pregnant – and once they do know, what their choices are.” (4 minutes)

STEP 2: Say, “Let’s start with the thought of getting tested for pregnancy. It was really smart that Emily did this. Sometimes, people get tested because they realize they didn’t use any protection when they had vaginal sex, or because the condom slipped off or broke, or because someone forgot to take a pill, and so on. And sometimes, sadly, people will get tested because they were raped and need to know whether the rape resulted in a pregnancy.

Other times, people have not done anything that makes them think they might be pregnant or have gotten someone pregnant – they don’t realize that there’s any risk involved, until a person starts experiencing some symptoms. What have you heard are some early symptoms that might tell someone they might be pregnant?”

Record responses on the board, probing for the following:

- Nausea or throwing up for seemingly no reason, especially in the morning
- Peeing more frequently
- Sensitive or painful breasts
- Fatigue
- Dizziness
- Abdominal cramping
- Missed a period or it was super light when that’s not typical for that person

Say, “The problem with these is that they all, except for the last one, can also be signs that a period is coming. That’s why people too often ignore these symptoms – kind of forgetting that they had unprotected sex and might need to think about whether a pregnancy was possible.”

Say, “There’s a lot of information about there about pregnancy symptoms and testing. But there are three main points you need to know: [Write summaries of each on the board]

- First, a pregnancy test is the only way to know for sure if someone is pregnant. It’s common to miss periods, particularly during the teen years, and it’s possible to be pregnant and still have some spotting – which can look like a light period. So testing is important – you just need to know when! Most of the home pregnancy tests say they are accurate around three to four days before a next period is supposed to happen (because if someone is pregnant, they won’t get their period).
- Second, there are more options than you think! A home pregnancy test is one – you can get them at many stores. And you don’t have to be the one who might be pregnant – if you think your partner, friend or sibling might be pregnant, you can go in and buy one, too. You can also go to a doctor’s office, a clinic – or the pharmacy chains that have clinics, such as CVS.
- Third, and most important – there is no minimum age for getting a pregnancy test. As long as you can pay for it, you have the right to purchase one at a store or get one from a clinic or doctor’s office. Don’t let anyone tell you otherwise!” (6 minutes)

What If...?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 3: Say, “In the video we just saw, Emily finds out she’s pregnant and they both just kind of assume she’s going to have the baby and they’re going to become parents.” Write “Become a parent” on the white board. Say, “Many people do make this choice, regardless of whether they’re teens or adults. There are also two other choices someone who is pregnant has the right to consider – what are they?” Probe for and write on the board, “Place the baby for adoption” and “Have an abortion.”

Break the students into groups of three, and ask each group to take out something to write with and decide who in the group will be the writer. Go around and randomly assign the worksheets, “Why Would Someone Choose _____?” making sure there are equal numbers of each worksheet. Explain that each group will have one of the three options listed on the board. In their groups they’re going to be asked to complete their worksheets by listing the reasons why a teenager might choose to do this option, and why they might not. Tell them they will have about 5 minutes in which to come up with their two lists. (9 minutes)

Note to the Teacher: While the students are working, erase the board and set up three new columns to record the next set of responses, one for each option.

STEP 4: After about 5 minutes, stop the groups. Ask the writer from one of the “become a parent” groups, the “place the baby for adoption” groups and the “end the pregnancy” groups to come to the board and write what they recorded on their sheets. Once they have finished writing, go through each list and ask the remaining groups what they would add from their lists that hasn’t already been mentioned.

Say, “Each of these options has reasons why someone would want to do it, and reasons why someone would not want to do it. In the end, however, it is every pregnant person’s right to choose what they do about their pregnancy. What each option has in common, however, is the need to decide as early in the pregnancy as possible. That’s because if a person chooses to become a parent or place the baby for adoption, they need to start what’s called prenatal care as soon as possible. ‘Pre’ means before and ‘natal’ means ‘birth’ – so this is all the stuff the person does to take care of themselves and the fetus as it grows inside the uterus. Does anyone know some of the things they should do?”

Write any ideas on the board, probing for take certain vitamins, go to the doctor/clinician regularly for checkups, get a lot of sleep, exercise. Then ask, “What are some of the things a person who is pregnant should NOT do to keep healthy?” Write any ideas on the board, probing for “smoking, drinking alcohol, eating certain foods, exercising obsessively.”

Say, “The earlier a person starts doing these healthy things and avoiding these unhealthy things, the healthier they and the fetus should be throughout the pregnancy. Now, if they choose not to continue the pregnancy and have an abortion, they also need to do that as early in the pregnancy as possible. Up to 49 days or 7 weeks, they can have an abortion by taking medication; after 49 days or 7 weeks, they need to go to a doctor or clinician. In some states, they can only have an abortion up until a certain point in the pregnancy. Each state is different, so it’s important to know what the law is wherever you’re living.”
(17 minutes)

What If...?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 5: Say, “I want to show you another video about a topic we tend to hear less about, adoption. This is one young person’s experience of placing their baby for adoption and the couple who adopted the baby.”

Show the video, which should have been queued up to <https://www.youtube.com/watch?t=2&v=8gBboJIHuhw>. Process using the following questions:

- What are your reactions to the video?
- What did you think of the relationship between Callie and Kristen and Brian?
- What, if anything, would you change about the relationship between them and baby Leo?

Say, “They said in the video that this was an example of an ‘open’ adoption. That means when the birth parent or parents have some kind of contact with the adoptive parent or parents and baby. What that looks like, however, is different in every case. This was a particularly open open adoption! One thing to keep in mind, though, has to do with their discussion near the end about what they’d do if they disagreed on something. Do you remember what Brian said? [In the end, they’re Leo’s parents and the decision’s up to them]. This is important to keep in mind – because someone who places a baby for adoption may still be the child’s biological parent – but they’re not their child’s legal parent. That means all the rights and responsibilities relating to the care and future of the child is up to the adoptive parents to make – even if they disagree.” (12 minutes)

STEP 6: Introduce the homework assignment, which is a website hunt for them to find specific pieces of information about pregnancy online. Answer any questions and distribute the homework. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class activities and videos will achieve the first three learning objectives. The homework assignment will fulfill learning objectives 4 and 5.

HOMework:

Students will be asked to complete a website hunt in which they are assigned several websites and given questions to which they must find the answers on those sites.

Worksheet A:

Why Would Someone Choose to Become a Young Parent?

INSTRUCTIONS: In the space below, please list as many reasons why you think a teenager who discovers they are pregnant might choose to become a young parent, and why they might choose not to.

Reasons a Teen Might Choose to Become a Young Parent	Reasons a Teen Might Choose NOT to Become a Young Parent

Worksheet B: Why Would Someone Choose to Place a Baby for Adoption?

INSTRUCTIONS: In the space below, please list as many reasons why you think a teenager who discovers they are pregnant might choose to place a baby for adoption, and why they might choose not to.

Reasons a Teen Might Choose to Place a Baby for Adoption	Reasons a Teen Might Choose NOT to Place a Baby for Adoption

Worksheet C: Why Would Someone Choose to End A Pregnancy?

INSTRUCTIONS: In the space below, please list as many reasons why you think a teenager who discovers they are pregnant might choose to have an abortion, and why they might choose not to.

**Reasons a Teen Might Choose
to Have an Abortion**

**Reasons a Teen Might Choose
NOT to Have an Abortion**

Homework: Website Hunt!

Name: _____ Date: _____

INSTRUCTIONS: Answer the questions below, using any of the following three websites. Be sure to include the link to where you found the information!

<http://www.plannedparenthood.org/teens/>

<http://www.plannedparenthood.org/learn/pregnancy/prenatal-care>

<http://sexetc.org/>

1. How does a person take a pregnancy test?

Link where I found this information:

2. What are some suggestions for how a young person or couple should tell their parent(s) or caregiver(s) about the pregnancy?

Link where I found this information:

3. What tends to happen during a prenatal care visit?

Link where I found this information:

4. One new thing I learned about pregnancy is:

Link where I found this information:

STD Smarts

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

SH.12.CC.1 – Describe common symptoms of and treatments for STDs, including HIV.

SH.12.CC.2 – Evaluate the effectiveness of abstinence, condoms, and other safer sex methods in preventing the spread of STDs, including HIV.

SH.12.AI.2 – Access medically-accurate prevention information about STDs, including HIV.

TARGET GRADE: Grade 9
Lesson 10

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint loaded onto it
- LCD projector and screen
- PowerPoint: STD Smarts (*Note: The PowerPoint must be in slideshow mode for the links to work*)
- Teacher's Guide: STD Smarts – one copy
- Exit slips – one per student (prepared as described)
- Homework: "The STD Info I Need" – one per student
- Small, inexpensive prizes, enough for five students on the winning team (optional)
- A bag of chocolate miniatures, enough for the remaining students so that everyone gets something in recognition of their hard work (optional)

ADVANCE PREPARATION FOR LESSON:

Print out enough copies of the "Exit Slips" sheet and cut them in half so that each student will have one half sheet.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least three facts about STD symptoms. [Knowledge]
2. Describe at least three facts about STD testing. [Knowledge]
3. Apply knowledge about STD symptoms and testing to hypothetical situations relating to safer sex. [Knowledge, Skill]
4. Distinguish between an accurate online resources about STDs and one that provides distorted, disrespectful information to youth. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask, "How many people have watched a trivia game show on tv, where people answer questions for points or for particular dollar amounts? Well, we're going to do the same now – only our topic is STDs, and you're playing for points, not money, sorry!"

Divide the class into five groups.

Note to the Teacher: *You may wish to break them up intentionally to ensure a fair balance between students who may be stronger participators than others.*

As they are moving to get into the groups, write "Group One, Group Two, Group Three, Group Four, Group Five" in a vertical line on the board with space between each and space to the right.

Once students are in their groups, give them 2 minutes to select a name for their group. Tell them not to put too much thought into it,

STD Smarts

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

and if they don't come up with something in 2 minutes, you'll just call them by their group number. After 2 minutes, write each group name on the board beneath the group number. (3 minutes)

STEP 2: Put the "STD Smarts" PowerPoint game up on the screen. Say, "Each team will select a category and have the option of answering a question. Each group needs to select a spokesperson who will speak for the group; why don't you go ahead and do that now."

Say, "If you look at the screen, you'll see there are six categories of questions. Let me explain what each means:

1. Which One Is Riskiest? -- will give you a group of three behaviors; you need to decide which of the three puts a person at HIGHEST risk for an STD if done with an infected partner who has an STD.
2. Testing, Testing – is, big surprise, all about getting tested for STDs.
3. Can I Be Cured? – some STDs can be cured easily with medication. Others stay in our bodies but symptoms can be treated with medication. Still others stay in our bodies for a long time but are fought off naturally by our immune systems. This category will ask you whether the STD can be cured.
4. What Should They Do? – This is a category that describes a situation a person or couple is experiencing, and you need to say what they should do in that situation.
5. I Don't Feel So Good... is all about STD symptoms.
6. Myth or Fact? speaks for itself.

Explain that as the point value goes up, so does the difficulty of the question! Answer any questions from the students about the rules or the categories. Then randomly select one of the teams to go first, and ask that team to get started by selecting their category. (6 minutes)

STEP 3: Conduct the activity, asking "why" on questions that merit further discussion (such as the "Which One Is Riskiest?" category.) Use the Teacher's Guide to correct any misinformation or to explain an answer further. Keep score as you go along. (35 minutes)

STEP 4: Acknowledge the winning team(s) and give prizes to everyone if you have them (optional). Process the activity by asking the following questions:

- What was it like to do that?
- What was [fun, hard, interesting – add in their responses] about it?
- Of all the information we went through, did anything surprise you?

Explain that there is a lot of information out there about STDs, including how to avoid them and how to lower your risk of contracting them.

Tell them that for homework they are going to be given two websites to visit, one of which has information on it, and one of which is a video of a speaker. They will need to take a look at each and determine which they think provides accurate, reliable information and which doesn't and why.

STD Smarts

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

Distribute the homework and answer any questions. Distribute exit slips and collect them from students as they leave class. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The PowerPoint game is designed to achieve the first three learning objectives; the online homework assignment will accomplish the fourth.

HOMEWORK:

Students will compare a medically accurate website that is written by and respectful of teens with a speaker who purports to want to help young people avoid STDs yet misleads and shames them around STDs and sexuality in general.

Teacher's Guide: STD Smarts

10
pts

TESTING, TESTING

TRUE OR FALSE: there is one type of test that can screen for the most common STDs

ANSWER: FALSE! It's really important when you get tested to talk with a health care provider about what you want to be tested for. Also, when you talk with a partner about being in a sexual relationship, you need to ask that person what they've been tested for, not just "have you been tested for STDs?" A lot of people believe there is one test for all STDs, so they may not know themselves!

20
pts

TRUE OR FALSE: Minors (age 18 and younger) must have a parent or guardian's consent to be tested for STDs

ANSWER: FALSE! You do not need parental permission to get tested for STDs. There are some other sexual health services that may need a parent or guardian's permission – so you always want to ask before going into a clinic or when you make an appointment.

30
pts

Name two types of places where people can go to get tested for STDs

ANSWER: A doctor's office, a sexual or reproductive health clinic (like Planned Parenthood) or the Department of Health. Some school-based health centers will do STD testing, too, and several major pharmacy store chains carry an at-home HIV test. Teen Source is an online site that has info about STD testing- <http://www.teensource.org/find-a-clinic> and CDC also has an online site to find info about HIV and STD testing https://gettested.cdc.gov/search_results)

30
pts

TRUE OR FALSE: If a person thinks they might have been exposed to an STD, they should get tested within 24 hours.

ANSWER: FALSE! Different STDs can be detected in tests after different time periods after exposure to an infected partner. The most important thing is to not have sex again until you can get tested to avoid possibly transmitting an STD to the other person. It's also a good reminder to use condoms or other latex barriers for every act of oral, anal and vaginal sex!

30
pts

People with a cervix are tested for HPV when they get pap tests; how are people with a penis tested?

ANSWER: HPV stands for the Human Papillomavirus. It can cause genital warts, or it can cause cancer of the cervix and many other types of cancer (vaginal, vulvar, anal, penile, oropharyngeal. Also can cause other types of warts depending on they type of HPV strain.) There is no HPV test for a penis – a person with a penis will only know if they have it if they notice visible warts or a sexual partner notifies them of possible exposure.

Teacher's Guide: STD Smarts

CAN I BE CURED?

10
pts

Chlamydia

ANSWER: Yes! Chlamydia is a very common STD, especially among teens and often causes no symptoms. It can be cured by taking antibiotics. If you are prescribed antibiotics, you must take them for the entire time they're prescribed, which can be for up to seven days and have any partners tested too.

10
pts

Syphilis

ANSWER: Yes! Syphilis is cured with penicillin. It's important to get treatment as early as possible, because if left undetected, syphilis can cause damage to the body that can't be reversed.

10
pts

HIV

ANSWER: No! HIV, the virus that causes AIDS, is a virus that stays in the body but can be treated with a combination of medicines that control the virus so that people can live otherwise healthy, typical lives. There is also medicine that people can take to try to prevent getting HIV called PrEP.

10
pts

Gonorrhea

ANSWER: Yes! It can be cured by taking antibiotics. If you are prescribed antibiotics, you must take them for the entire time they're prescribed, which can be for up to seven days.

10
pts

Genital Warts

ANSWER: No! Genital warts are caused by a virus called HPV. The visible warts can be treated or removed, and medication can treat the virus. In some cases, the body will naturally fight off HPV (although generally not the strains that cause visible warts), but otherwise, it cannot be cured. Many people are able to clear the HPV virus on their own over time and some are able to clear the type that causes genital warts-however many people opt to get their warts treated. The best way to prevent getting genital warts is to get the HPV vaccine prior to any sexual exposures.

Teacher's Guide: STD Smarts

WHAT SHOULD THEY DO?

A person has never had sex before. Their partner has, but only once. Do they need to use condoms?

ANSWER: YES! If someone has vaginal, oral or anal sex with another person, they could have been exposed to an STD.

A couple is making out and it looks like they may have sex. One partner takes out a condom and the other says, "I don't use those." What should the other partner do?

ANSWER: Stop making out and say, clearly, "I do – we can't have sex without them." If the other person still refuses, the partner needs to either say what they are or aren't willing to do that doesn't include oral, anal or vaginal sex – or leave.

A couple is about to have sex for the first time. They know they need to use condoms but don't want to be seen buying them in a store. What are two other places they can go to get condoms?

ANSWER: A doctor's office, Planned Parenthood or other sexual and reproductive health clinic, the department of health, pharmacy, grocery store or ask a friend or family member. (can also get them online)

A couple is having penis-vagina sex, and the condom slips off. They don't have any more condoms with them.

ANSWER: They need to stop what they're doing. If they wish to continue to have sex, they need to get some additional condoms (this is why you should always have extras on hand!). They also should decide whether either or both of them should go get tested for STDs, or whether pregnancy could be a risk.

A person notices small red bumps on the outside of their genitals. They don't look like the gross slides they saw in science class at school so maybe it's a heat rash. They've had sex before and used condoms a few times.

ANSWER: They need to get tested for STDs. They also need to tell their partner, and they need to start using condoms every time they have any kind of sex moving forward.

Teacher's Guide: STD Smarts

I DON'T FEEL SO GOOD...

TRUE OR FALSE: One way to tell if someone has an STD is to stick earwax inside their vagina. If doing this stings, they have an STD.

ANSWER: FALSE! There are lots of myths out there about how you can tell whether someone has an STD. The only way to know for sure is to get tested. And please don't put earwax inside anyone's vagina.

Name three common symptoms of most STDs

ANSWER: No symptom, burning or itching in the genitals; burning when you urinate; small bumps or sores on or around the genitals, mouth or anus; discharge from a penis or vagina (that's different from typical vaginal discharge that's part of its normal daily cleaning process that has changed color, smell or amount and is not urine or semen).

TRUE OR FALSE: A common symptom of STDs is bruising more easily

ANSWER: False! The two have nothing to do with each other.

Two weeks after being infected with this virus, a person may experience a sudden, intense onset of severe flu-like symptoms

ANSWER: HIV. The main point of this is when you're usually sick, the symptoms start to creep up on you – you feel kind of tired, then kind of achy – and then you get sick. These symptoms appear suddenly and intensely, and go away just as suddenly. (Now, for those of you who start getting a cold anytime soon and think you have HIV – please remember, you can only get HIV from having sexual contact with someone who has it!).

What is the MOST common symptom of an STD?

ANSWER: No symptom. People often see pictures of genitals with bumps and sores on them and think that's what an STD looks like. Often, there are no symptoms – and sometimes the symptoms are inside the body and you just don't see them. Since you can't tell by looking at someone, it's best to use condoms and other latex barriers every time you have oral, anal or vaginal sex.

Teacher's Guide: STD Smarts

MYTH OR FACT?

Basketball player Magic Johnson, previously diagnosed with HIV, no longer has the virus

ANSWER: Myth! Magic Johnson is lucky to have had the resources and access to get very good HIV medication early on in his diagnosis, and he continues to stick with his medication. This means the amount of virus is very, very low – so low that it doesn't come up on tests. This doesn't mean he no longer has the virus – it means he's doing a great job of controlling it and needs to keep doing what he's doing to always keep it this low.

Once a person has genital warts removed, they can no longer give the virus to someone else

ANSWER: Myth! The warts are symptoms of the HPV virus. The virus is still in the body, and new warts can develop later. Warts do not need to be visible to pass HPV on to another person. This is why using latex condoms and other barriers with every act of oral, anal or vaginal sex is so important. People can get the HPV vaccine starting at age 9 which protects from the most common strains of HPV that cause warts and cancer.

If a person gets chlamydia, takes the entire course of antibiotics and is cured, they cannot get chlamydia again

ANSWER: Myth! Antibiotics cure that "round" of a particular infection. Someone can get chlamydia (or gonorrhea or syphilis), be cured of it and then get it again if they have unprotected sex with someone who has any of those infections.

There is currently a vaccine available for two STDs

ANSWER: Fact! One vaccine protects against several strains of HPV that can cause cervical cancer (it can be taken by someone of any gender, even if they don't have a cervix) and one inoculates against Hepatitis B.

A baby born to an HIV+ person will always be HIV+

ANSWER: Myth! Someone who is pregnant and has HIV can pass HIV onto their fetus during pregnancy or childbirth, or to their baby during breastfeeding. But taking certain medications while pregnant can significantly reduce the risk of transmitting HIV to a fetus.

Homework: The STD Information I Need

Name: _____ Date: _____

INSTRUCTIONS: Visit each of the following websites by copying and pasting the web address listed below. One site provides accurate information that respects teens, and the other tries to scare and shame teens out of doing anything sexual with another person until they're married. Then answer the questions follow.

Example One: Sex, Etc.

<http://sexetc.org/sex-ed/info-center/stories/?pageNum=1&topic%5B%5D=stories-hiv-aids-stds>

Questions:

1. How did you know this was a website that respects teens?
2. How could you tell the information was reliable and factual?
3. Is this a website you'd go back to for more information? Why or why not?

Example Two: Pam Stenzel: Sex Still Has A Price Tag

<https://www.youtube.com/watch?v=5HYvH6gsBEM&index=3&list=PL4331AC42029EB47C> (you can stop at 7:32)

Questions:

1. How do you know this speaker doesn't respect teens?
2. How do you feel about how she addresses boys vs. girls?
3. What is something she says in the video that makes you wonder whether she is telling the truth?

Exit Slip – Before You Go...

Name: _____

What are two things you learned about STDs from today's class?

1.

2.

Exit Slip – Before You Go...

Name: _____

What are two things you learned about STDs from today's class?

1.

2.

Creating Condom Confidence

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.SM.1 – Describe the steps to using a condom correctly.

SH.12.SM.2 – Describe the steps to using a condom correctly.

TARGET GRADE: Grade 9
Lesson 11

TIME: 50 Minutes

MATERIALS NEEDED:

- Latex condoms – enough for each student in the class to have one, plus a good number of extras just in case
- One wooden penis model for the teacher (optional; you can also use a banana)
- Bananas – enough for half the class (alternatively, you can purchase low-cost, Styrofoam penis models for the entire class: https://www.a3bs.com/condom-trainers.pg_1063.html, which are \$58 for 20 Styrofoam models.)
- Teacher's Guide: Steps to Putting on A Condom – one copy
- Handout: Steps to Putting on a Condom – one per every two students
- One small tube of water-based lubricant, any type
- Hand wipes – one per student
- Homework: Creating Condom Confidence -- one per student
- Stack of paper towels or tissues, at least one for each student
- White board and markers
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Be sure to confirm your school's policy on condom demonstrations. It is always a good idea to let your principal and students' parents/caregivers know you will be addressing this topic, especially considering the homework assignment.
- If you feel you need to brush up on your knowledge about condoms, review <http://www.webmd.com/sex/birth-control/birth-control-condoms> or www.factsaboutcondoms.com from the American Social Health Association.
- Review the teacher's guide: Steps to Putting on A Condom. If you have never done a condom demonstration in front of a room full of students before, you may wish to practice so that you are comfortable and confident when you present this in class.
- If you have a health center in your school that makes condoms available, you may wish to let them know you will be covering this topic so that they are prepared for a possible increase in questions and/or requests for condoms.

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe the steps to putting on a condom correctly. [Knowledge]
2. Demonstrate their understanding of the steps to correct condom use. [Knowledge, Skill]
3. Apply information relating to how to obtain condoms in their community by attempting to obtain condoms on their own. [Knowledge, Skill]

PROCEDURE:

STEP 1: Walk into the room, hold up the wooden penis model or

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banana and condom you will be using in a moment and announce, “Today’s the day!” After students stop laughing, put these on the desk and say, “Okay, that was a pretty dramatic way to tell you that we’re going to be talking about condoms today. Let’s start with what you know – what, if anything, have you ever heard about condoms?”

Record students’ responses on the board. As you write, validate what is correct and correct any misinformation you hear. For example, you may hear

- They protect against pregnancy and STDs (correct)
- They come in different sizes (correct)
- You can get them for free (correct)
- They don’t really work (incorrect – if used correctly and with every sex act that involves a penis, they are around 97% effective at preventing pregnancy and most STDs, including HIV, the virus that causes AIDS) (5 minutes)

STEP 2: Say, “These days, it’s really easy to find condoms. But finding them easily won’t amount to a whole lot if we don’t know how to use them correctly. So we’re going to practice.”

Take one condom out and either a banana or the wooden penis model. Go through the steps on the teacher’s guide one at a time, holding up the condom and/or model to make sure all students can see.

When you open the condom at the beginning of the demonstration, say, “You’ll notice that condoms come coated with a kind of liquid – that’s called ‘lubricant.’ As you’ll see in a minute, this can make the condoms kind of slippery. Most condoms come like this. Some, however, are unlubricated. If you were to have an unlubricated condom, you can add some of this [hold up the tube of lubricant], which is a lubricant made specifically to use during sex. There are lots of different kinds of lubricant; whatever you use should be water-based. Do NOT use hand lotion or Vaseline or anything else with oil in it as a lubricant, as the oil will break down the latex in the condom and can cause it to break.

There are also different materials that condoms can be made of including latex, polyurethane and lamb skin. Lamb skin condoms do not protect against STDs, including HIV. Unless you have a latex allergy, latex condoms are the most effective if used consistently and correctly.”

Once you have completed your demonstration, ask whether there are any questions. Take about five minutes worth of questions and tell the students that they are going to now practice doing this on their own. (10 minutes)

STEP 3: Divide the class into pairs. Distribute a banana and two condoms to each pair, as well as the Steps to Putting on a Condom handout. Decide who will go first, and have the other person follow along on the steps sheet while the first person tries to go through the steps in order as you just demonstrated, doing their best to recall each step and in the correct order. Instruct the second person to gently remind the first person of a missed step, but that they should give the first person a chance to try to remember what they can. Tell students that if anyone were to drop or tear a condom by accident, they should raise their hand for a replacement. Tell students they’ll have about 5 minutes in which to practice, and that they should not switch partners until you instruct them to. As students are working, walk around the room to observe their work. (10 minutes)

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STEP 4: After about 5 minutes, ask students to stop where they are and switch roles – the first person will now monitor the steps on the sheet, and the second person will practice putting a condom on the banana with the first person’s support as needed. Remind the students that they have about 5 minutes in which to do this. Again, walk around the room to observe students as they do this. (5 minutes)

STEP 5: Once the students have both gone, distribute the hand wipes and dispose of the used condoms. From the front of the room, process their experience using the following questions as a guide:

- What was it like to do that?
- What was [easy, difficult, fun, weird, awkward – fill in their responses here] about it?
- Did anything surprise you about doing this?
- Did you learn something new you didn’t know about condoms before?
- What’s one thing you plan to do differently now that you’ve practiced putting on and taking off a condom?
(10 minutes)

STEP 6: Say, “I said earlier that having condoms doesn’t mean anything if you don’t know how to use them. Well, knowing how to use condoms doesn’t mean anything if you don’t actually have them in the first place! What are some places you know of where you can get condoms? If you know whether these are free or whether you need to buy them, let’s be sure to add that.”

Record responses on the board, adding in any or all of these as they apply to your school or area:

- In the school health center/nurse’s office (free)
- At a local health clinic [be sure to name the ones in your area] (free)
- At different stores [be sure to name the ones in your area] (cost)
- From an older sibling, friend, parent/caregiver or other trusted adult (free)
- Online (cost – and you need a credit card to order them)

Say, “It’s great that we have all these options for getting condoms. Your homework for next class is to see what it’s like to actually try to get them yourselves.

Before the next class, you need to visit one of these places and get a condom. In each situation, you must interact with at least one adult. For example, if it’s here at school, you can’t just grab a condom from the basket and run off. You have to at least say to an adult, ‘May I have some condoms, please?’

Now, I don’t want you to spend any money, so if you were to go to a store, just go up to someone who works in the store and ask where the condoms are, go to the section, and look through them. You can even take a picture of them with your phone if you want. If an adult looks at you funny make a note of it on your worksheet and you can also show the adult your homework if that would help. Again, you don’t need to spend any money.

Creating Condom Confidence

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I am going to give you a sheet with some questions on it about your experience doing this. Complete the sheet and bring it with you to the next class.

Now, one thing I am going to give you a heads up about. I am very intentional about you going as 9th graders because some adults might have a reaction to you, as ninth graders, asking about condoms. You need to know there is no minimum age at which you can get condoms – you have a right to access them at any age. So if any adult were to make a comment about your age, be sure to tell them that you know that using condoms is the responsible thing to do and that you have the right to get them if you wish.”

Answer any questions about the homework assignment. Then answer any remaining questions they may have about condoms or condom use and close the class. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The modeling of condom use and actual practice will fulfill learning objective number one; the students practicing putting the condom on the model will reinforce the first learning objective and fulfill the second. The homework assignment will fulfill the third learning objective.

HOMEWORK:

“Creating Condom Confidence” Worksheet – after obtaining a condom through one of the sources mentioned in the lesson, students will write a brief reaction to the experience using this worksheet as a guide.

Teacher's Guide: Steps to Putting on a Condom

- 1. MAKE SURE YOU BOTH CONSENT TO WHATEVER YOU PLAN TO DO SEXUALLY.** We often see examples in the media of people spontaneously having sex – but regardless of whether either or both people have had sex before, with each other or anyone else, each new sex act is an opportunity to talk about what you do and don't want to do. If you haven't clearly told the other person you want to have sex, and they haven't told you, you shouldn't have sex – regardless of whether you plan to use condoms!
- 2. MAKE SURE YOU HAVE MORE THAN ONE CONDOM** (hold up a few). Condoms can be slippery, and if you only have one and it falls on the floor, you can't rinse it off and use it, you have to throw it away and get a new one.
- 3. CHECK THE EXPIRATION DATE.** On each condom pack, there is an expiration date based on when the condom was made. If it is past the expiration date, do NOT use the condom.
- 4. CAREFULLY OPEN THE CONDOM** using the jagged edge as your guide. Do NOT use your teeth.
- 5. CHECK WHETHER IT'S RIGHT SIDE UP.** The condom will only roll one way, so you want to make sure it's right side up. (Walk around the room with the condom in your hand to demonstrate this). If you were to put it on the wrong side up, it'd be best to throw that condom away and start fresh. That's because a penis produces a small amount of fluid called "pre-ejaculate" that can transmit STDs, and may sometimes contain sperm. If that gets into the condom's other side, it will get into the other person's body.
- 6. GENTLY PINCH THE TIP OF THE CONDOM** to get air out. This will create space for the semen during ejaculation.
- 7. PLACE THE CONDOM ON THE HEAD OF AN ERECT PENIS.** If a person is uncircumcised, you may need to gently pull back their foreskin as needed before putting the condom on.
- 8. ROLL THE CONDOM ALL THE WAY DOWN THE PENIS.** If you only roll down part of the way, you risk the condom coming off – and you expose both partners to more skin-to-skin contact, which is a higher STD risk if one partner has an infection.
- 9. SEX ACT – ORGASM AND EJACULATION.** You must use one condom per sex act. This includes if you're having more than one kind of sex during one encounter. For example, a penis that goes inside an anus should not go inside a vagina without taking that condom off and starting with a fresh one. That's to avoid getting bacteria from the rectum inside the vagina.
- 10. PULL THE CONDOM-COVERED PENIS OUT AND AWAY FROM THE OTHER PERSON'S BODY.** Especially as someone is just learning how to use condoms, they may be a little clumsy handling them. You want to avoid removing a condom over a partner's body to avoid spilling the contents on or inside them.
- 11. PULL THE CONDOM OFF, TIE THE END IN A KNOT TO AVOID SPILLAGE, AND THROW IT IN THE GARBAGE.** Never flush a condom down the toilet as it can clog the toilet. If you are someplace where you do not necessarily have privacy, you can wrap the used condom in some toilet paper to be more discrete about it before throwing it away.

[REMEMBER: YOU CANNOT RE-USE A CONDOM!]

Student Worksheet: Steps to Putting on A Condom

- 1. GIVE AND OBTAIN CONSENT FOR HAVING SEX.**
- 2. HAVE MORE THAN ONE CONDOM.**
- 3. CHECK THE EXPIRATION DATE.**
- 4. CAREFULLY OPEN THE CONDOM. NO TEETH!**
- 5. CHECK WHETHER IT'S RIGHT SIDE UP.**
- 6. GENTLY PINCH THE TIP OF THE CONDOM TO GET AIR OUT.**
- 7. PLACE IT ON THE HEAD OF AN ERECT PENIS.**
- 8. ROLL THE CONDOM ALL THE WAY DOWN THE PENIS.**
- 9. SEX ACT – ORGASM AND EJACULATION.**
- 10. PULL THE PENIS OUT AND AWAY FROM THE OTHER PERSON'S BODY.**
- 11. PULL THE CONDOM OFF, TIE THE END IN A KNOT TO AVOID SPILLAGE, AND THROW IT IN THE GARBAGE.**

[REMEMBER: YOU CANNOT RE-USE A CONDOM!]

Homework: Do You Have Condom Confidence?

Name: _____ Date: _____

INSTRUCTIONS: Please respond honestly to the following questions and hand your assignment in during our next class period. Your answers will NOT be shared with the class. (Remember, you can't just ask a friend or family member for one or to get one for you!)

1. Where did you go to get your condom? If it was a store or clinic, please put down the name and address here:

2. On what date did you get your condom? _____

3. Who did you talk with at the office/clinic/store about condoms?
(Feel free to say who this person was e.g. store manager, pharmacist, you don't need to get a name):

4. How did this person react to you when you asked for condoms or asked where they were located?

5. How did it feel to experience getting/asking about condoms? How do you think doing this may help you in the future?

Rights, Respect, Responsibility: Don't Have Sex Without Them

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.CC.3 – Define sexual consent and explain its implications for sexual decision-making.

PS.12.CC.3 – Explain why using tricks, threats or coercion in relationships is wrong.

HR.12.INF.2 – Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity.

TARGET GRADE: Grade 10
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Communication signs prepared as described
- Masking tape
- Handout: STD Communication Scenarios (prepared as described)
- LCD projector and screen
- Laptop or desktop computer with internet access
- Speakers to project sound during videos
- Worksheet: Putting it Into Practice: Getting and Giving Consent (homework) - one per student

ADVANCE PREPARATION FOR LESSON:

- Download the YouTube video on consent, “2 Minutes Will Change the Way You Think About Consent,” at <https://www.youtube.com/watch?v=laMtr-rJEmY>.
- Also download the trailer for Pitch Perfect 2 - The Ellen Show version (<https://www.youtube.com/watch?v=KBwOYQd21TY>), queuing it up to play a brief clip between 2:10 and 2:27.
- If you cannot download and save these to your desktop in advance, talk with your school's IT person to ensure you have internet access to that link during class.
- Print out the skit scenarios and cut out each pair, making sure the correct person 1 goes with the correct person 2. Determine how many pairs there will be in your class and make several copies of each scenario, enough for each pair to get one.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms “consent,” “coercion” and “incapacitated.” [Knowledge]
2. Differentiate between a situation in which consent is clearly given and one in which it is not. [Knowledge, Skill]
3. Demonstrate an understanding of how giving and getting clear consent is part of a respectful relationship. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Start class by asking students, “What does the word ‘consent’ mean? What does it mean to ‘give consent?’” Ask for a few students to respond, probing for the following concepts:

- It's when someone says they want to do something

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- When someone gives permission to another person
- Saying “yes” to or being okay with something

Say, “This seems like a pretty straightforward idea – but it isn’t always. Let’s take a look at one person’s attempt to figure it all out.” (2 minutes)

STEP 2: Play the video, “2 Minutes Will Change the Way You Think about Consent,” at <https://www.youtube.com/watch?v=laMtr-rUEmY>.

Ask for reactions to the video, then process using the following:

- The ConsentBot says her first attempt was “coercion.” What does that mean? (Probe for getting someone to do something by threatening or forcing them). What did she do that was coercive? Remind the students that, as the ConsentBot says, “Consent must be voluntary,” which means a person has to want to give consent.
- When she goes to visit her friend, Jonathan, Jonathan is half asleep when she asks for his phone and he says yes. The ConsentBot says it’s not consent because he’s “incapacitated.” What does that mean? (Probe for when someone doesn’t have the capacity or ability to do things – or say they want to do things). Jonathan was asleep, so he would not have been completely aware of what he was saying. The same thing goes if someone were drunk or using drugs.
- What do you think of the example when she is in the library and asks the person wearing the headphones for their phone and they don’t respond -- and she assumes she has consent because that person didn’t say no? Ask, “Why isn’t that the same as having consent?” Probe for the importance of getting a clear “yes” or “no” from someone to know for sure whether you have (or have not gotten) consent.
- Has anyone ever been in a situation where they haven’t wanted to do something, but a friend has said, “It’s fine, just do it.” How has that felt? Why did the ConsentBot say it wasn’t consent? (Probe for the fact that the middle person seemed to have felt intimidated – meaning, pressured to do it, even if he wasn’t being pressured by the person asking for consent).
- What did you notice in the last exchange, which the ConsentBot finally agrees is consent? Probe for the fact that she asked – and he said yes, while also clarifying his conditions: “You can use my phone, but no texts or international calls.” She clarified by asking about his phone’s game center, and he responded. The ConsentBot said that this was clear consent – and it was also healthy, clear communication.
(7 minutes)

STEP 3: Say, “This video was about using someone else’s phone. Now, let’s take a look at a brief clip that has to do with sexuality and consent.” Show the excerpt from <https://www.youtube.com/watch?v=KBwOYQd21TY>, starting at 2:10 and ending at 2:27.

Ask, “What did you just see?” (Two people flirting at a party, miscommunication)

Ask, “When he asked her if she wanted to have sex, how did she respond?” (She said she didn’t want to but then winked at him; what she said was a clear no but how she said it made him think she wanted to).

Rights, Respect, Responsibility: Don't Have Sex Without Them

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Ask, "How do you think he was feeling then?" (Confused, hopeful, worried)

Ask, "Did she give her consent to him to have sex?" (No)

Ask, "What do you think he should do next?" (Walk away, ask her again, try something to see whether she's interested).

Say, "The smartest thing he can do here is take her no as her answer. It doesn't matter how she said it, but he has to go with what she actually said. This is also a good example of how talking about consent at a party – where there's alcohol – isn't the best place or time to bring it up. What impact could alcohol or other drugs have on someone's ability to give consent? What impact could alcohol or other drugs have on a person's ability to clearly understand what someone is communicating to them? It's good to remember that anything but a clear 'yes' means no." (4 minutes)

STEP 4: Say, "We're going to take a look now at what it's like to ask for and give consent in a relationship." Break students up into pairs. Say, "I'm going to distribute a scenario to each of you, and you're going to work together to create and perform a brief skit – no more than 1 – 2 minutes – that you'll share with the class. Please don't tell the class what's on your scenario, you'll demonstrate it during the skit."

Break students into pairs. Distribute the scenarios and tell them they have about 5 minutes to figure out how they will act it out in front of the class. (7 minutes)

STEP 5: After about 5 minutes of working, check in to see whether the pairs are ready to present. Ask for a pair to volunteer to go first and have them come to the front of the room. Talk about what was presented, commenting on the clarity of consent given and received. Ask the next pair to go and continue until everyone has gone or as time allows. (22 minutes)
(Note to the Teacher: Because more than one pair will have the same scenario, you can avoid repetition by asking whether other pairs had different takes on the same situation.)

STEP 6: Ask the class to comment on what they saw in the various skits. In particular note situations in which pairs assigned roles to each other based on gender role stereotypes and emphasize that everyone has the responsibility to make sure they have consent from another person, regardless of gender.

Say, "Everyone has the right to say what they do and don't want to do in a relationship. And we all have a responsibility to listen to be clear about what we want and to listen to what the other person wants in order to have healthy, mutually respectful relationships."

Distribute and go through the homework sheet. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The video and discussion at the beginning of the lesson will fulfill the first learning objective. The paired communication scenarios will achieve the second learning objective. The homework assignment will achieve the third learning objective.

HOMEWORK:

Students will complete and hand in a log of real-life situations in which consent was given or not given, and their reactions to those situations.

Scenario A

PERSON 1

You really, really like person 2. You think they're totally hot and want to ask them out – but how? You feel like if you hold their hand they'll be more likely to say yes when you ask.

Scenario A

PERSON 2

You're interested in person 1. You don't know them very well, but you think they're kind of cute. You're also kind of shy and aren't really fond of being touched or PDA.

Scenario B

PERSON 1

You've been with person 2 for three months and haven't had sex together, but you really think it's time. You love the other person, they love you and everything you've done together up until then has been really good.

Scenario B

PERSON 2

You've been with person 1 for three months and haven't had sex together, but you really think it's time. You love the other person, and will do almost anything to keep the relationship going and make them happy. You just really are nervous about being naked and having sex. You like the way your sexual relationship is now and don't see any reason to make a change.

Scenario C

PERSON 1

You think you know what person 2 wants – that's the way your relationship has always been. You're more outgoing, they're more quiet and reserved and they expect you to take charge and make decisions. That's how it is where you're from. So you're going to let them know that tonight is the night – you're going to have sex together for the first time.

Scenario C

PERSON 2:

You can't believe you're with person 1. You know there's a nice person in there, but they're always making the decisions in the relationship. You don't really feel like you have any say, and it's easier to go along with what they want. You've been doing a lot of touching without having any type of sex (vaginal, oral or anal) and you haven't said what you do and don't want.

Scenario D

PERSON 1

You love being in a relationship with person 2! You two seem like you were made for each other – you finish each other's sentences, like the same thing, like each other's friends, and are on the same page when it comes to what you do together sexually. You want to try something you've never done before with them but figure you should talk with them about it first.

Scenario D

PERSON 2:

You love being in a relationship with person 1! You two seem like you were made for each other – you finish each other's sentences, like the same thing, like each other's friends, and are on the same page when it comes to what you do together sexually... Kind of. There are some things you've done together that you didn't really like, but you don't want to bring it up because things are going so well and you're concerned about making Person 1 upset.

Scenario E

PERSON 1

You're at a party and you see person 2, whom you've always thought was really cute. They've been drinking a little, so you go up and talk with them and see whether they might be interested in going someplace more private.

Scenario E

PERSON 2

You're at a party and you see person 1, whom you've always thought was really cute... you think, you're not sure, because you've had a few drinks already and aren't sure whether you're confusing this person with someone else... anyway... you're feeling good being at this party, that's all that matters! You want to stay at the party, so if anyone tries to get you to leave or go elsewhere at the party, you really don't want to.

Homework

Putting It Into Practice: Getting and Giving Consent

Name: _____ Date: _____

Instructions: Over the next week, please log two situations in which you were asked to give permission to someone else for something, and at least three situations in which you asked someone else for permission to do something. Record below how each situation went.

Situation 1: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 2: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 3: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 4: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 5: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Know Your Options

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.CC.1 – Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.

PR.12.CC.2 – Define emergency contraception and describe its mechanism of action.

TARGET GRADE: Grade 10
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- 6 computers, laptops, tablets or smartphones with the ability to see the following quiz on this website – <http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/>
- Teen Worksheet #1-6 – one copy of each
- Wrenches Worksheet (prepared as described)
- One copy of the Wrenches Worksheet – Teacher's Guide
- Handout "Your Birth Control Choices" - one per student
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON:

- Check that you can access the "Which Contraception is Right for Me?" quiz on the following website (if it's blocked, work with your IT department to unblock site):
<https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/>
- Review information about birth control methods in order to accurately answer students' questions and clarify misinformation. A detailed overview on each method can be found here:
http://www.your-life.com/static/media/pdf/download-materials/campaign-materials/WCD_Contraception-Compendium_FINAL.pdf
- Print one copy of the Wrenches Worksheet and cut into six separate cards as indicated.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. List at least three methods of effective birth control for teens. [Knowledge]
2. Analyze at least three factors that have an impact on a teen's ability to successfully use birth control. [Knowledge]
3. Recall at least two reasons why a teen might want to use birth control that are independent from preventing pregnancy. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the topic by saying, "Today we're going to look at contraception or birth control such as abstinence, the pill, condoms, the shot, etc. Specifically, we're going to look at what might affect a person's decision to use birth control, whether to prevent pregnancy

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and/or for the other reasons that have nothing to do with sex. Let's start by brainstorming why a person might want to use birth control for either sexual or non-sexual reasons."

Note to the Teacher: *Create two columns on the board and write in one column all of the reasons the students suggest, making sure to include the following if students don't suggest them:*

- don't want to start a pregnancy
- don't want to get an STD
- want to have shorter periods
- want to have lighter periods
- need to regulate hormones because of a health issue
- want to reduce acne
- want to have predictable periods
- want to have less cramping during periods

Ask, "To whom does most of this list apply?" Probe for "people with ovaries or a uterus" (although your students will likely say "girls" or "women"). Ask, "How do their partners come into play? What rights and responsibilities do they have?"

Ask, "Which of these could apply to people in same-sex relationships?" After a few students have responded, say, "We typically tend to think of different-sex couples as being the only ones at risk for pregnancy. But some of these concerns apply to all people regardless of their sexual orientation or gender. Please keep that mind as we go through the lesson."

Next say, "So there are a lot of reasons why a person might choose to use contraception or birth control in addition to preventing pregnancy. Now let's brainstorm some of the factors that might impact whether a person or a couple uses birth control."

Note to the Teacher: *Write these on the board in the other column making sure to include the following if students don't suggest them:*

- Afraid of parents/caregivers finding out
- Falsely believe they need parental permission to get birth control
- Don't have enough money
- Don't have a car/transportation to get method
- Health reasons
- Embarrassed to go to a clinic or pharmacy to get birth control
- Don't feel comfortable touching their or their partner's genitals to use method correctly
- Don't know what birth control methods are available

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- Unsure if partner is willing to use birth control
(10 minutes)

STEP 2: Divide students into 6 groups. Say, “We just created two lists of reasons why teens might want to use birth control and some things that might get in their way of actually doing so. Now we’re going to look at some scenarios of different teens who are considering using birth control. You will get some information about each teen and, using the information you have been given, you will go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and take the ‘Which Contraception is Right for Me?’ quiz on the website.

Note to the Teacher: It can help to write both the website and name of quiz on the board.

You may not know the answer to every quiz question based on the information you were given, so it’s okay to guess on some answers. Explain that this online resource is great because of how thorough the information is and the technology is useful in figuring out which method is best depending on a person’s circumstance. Be sure to highlight, however, that while this resource targets cisgender girls and women in different-sex relationships; much of the information applies to people of all genders and orientations.

Once you have completed the quiz, write down on your worksheet the top three ranked birth control methods that were recommended.” Ask if there are any questions about the directions and if not, distribute the six teen worksheets, one to each group and ask them to move to one of the eight computer stations. Give students about five minutes to complete the task. (5 minutes)

STEP 3: Once five minutes has passed, ask the groups to stop working. Say, “Now that you have come up with the top three birth control methods recommended by this website for your teen, take a few minutes to discuss why you think those three methods were the ones most highly recommended. Write down ideas from your group below each method on your worksheet.” Give students another five minutes to complete. Circulate among the groups while they are working to answer questions, asking them to consider all of the reasons why a particular method of birth control might have been recommended.

Once an additional five minutes have passed, ask the groups to stop working and to select one method and reason from their list that they will share with the entire class. Call on each group and have them share the information about their teen, one of the methods recommended for their teen and the reason why the group believes this method was recommended.

Note to the Teacher: Clear up any misinformation and provide accurate information as necessary. The Respect Yourself, Protect Yourself handout has helpful background for this discussion as needed. (8 minutes)

STEP 4: Explain by saying, “Next we will rotate papers so each group gets a new teen to look at.”

This time a ‘wrench’ will be thrown into your teen’s plans to use birth control. So take a look at your teen, the methods recommended for them and the wrench or thing that could get in the way of using the methods. Then figure out how your teen could deal with that wrench in order to successfully use birth control. The ideas must be realistic for teens in

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your community and not a Hollywood movie ending! So now please pass your worksheet clockwise to the next group closest to you.”

Note to the Teacher: *You may need to help facilitate the passing of worksheets to make sure each group has a new teen worksheet to use.*

Then distribute the “wrench” to each group that matches the character they have and give them five minutes to discuss and record what they would recommend. (7 minutes)

STEP 5: Call time once five minutes have passed and ask students to stop working. Ask for a few volunteers to share what their ‘wrench’ was and the ideas they came up with to address that factor. Use the Teacher’s Guide to offer additional ideas students may not have thought of.

Note to the Teacher: *If time permits, have a volunteer from each group report back on their ‘wrench’ and ideas addressing it. While groups are reporting, make sure to affirm whether their ideas are realistic for teens in your community.*

Have students return to their original seats. (8 minutes)

STEP 6: Process the entire activity by asking the following discussion questions:

- What was it like to do that?
 - What was (insert student responses) about it?
 - Did you notice anything about the methods that were recommended most highly for the teen characters? Would you recommend other methods for your teen character different from the quiz results?
 - Since most birth control is geared towards people with ovaries and a uterus, how might someone who doesn’t have those body parts feel about accessing and using contraception? What role should the partner of a person who can get pregnant have?
 - How could you help a friend who wanted to use birth control?
- (10 minutes)

STEP 7: Distribute copies of the “Your Birth Control Choices” handout and remind students that it is important for everyone to know about contraception because even if they might not use it personally, they might have friends in sexual relationships with someone of a different sex, or be a partner of someone in a different-sex relationship and knowledge is power. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The small group activity will accomplish the first learning objective while the initial brainstorm will accomplish the second and third learning objectives.

HOMEWORK:

None.

Teen Worksheet #1 – Marissa

Marissa is someone who always sees the best in people. She is pretty happy most of the time except for when she gets her periods. She gets really bad cramps and a super heavy period and sometimes even has to stay home from school because her period is so bad. Otherwise, Marissa loves to be carefree and spontaneous and feels that getting pregnant now would really affect her future. She's not with anyone right now and is fine with that, since she has such a great group of friends.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Marissa, take the “Which Contraception is Right for Me?” quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Teen Worksheet #2 – Chantal

Chantal has always been the most organized person in her group of friends. She never turns in her school assignments late and loves to have a full but predictable schedule. Lately, her acne has gotten really bad, so her Mom took her to the dermatologist. So far, the medicine they've tried hasn't really worked.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Chantal, take the “Which Contraception is Right for Me?” quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Teen Worksheet #3 – Louise

Louise is a huge supporter of environmental issues and is president of the high school environmental awareness club. She is a distance runner, eats only organic food and rarely takes medicine since she believes the natural approach is best. She's always been attracted to girls but recently she's been flirting with this guy that just transferred to her school. She thinks he likes her too but doesn't know where this all might lead.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Louise, take the "Which Contraception is Right for Me?" quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Teen Worksheet #4 – Aimee

Aimee has been in a steady and loving relationship for the past six months. For Aimee, going to college would be huge since she'd be the first in her family. Aimee and her partner help each other study and support each other in their respective team sports. Aimee wants to make sure she does not get pregnant until after college. She'd love to find a way to not have to deal with her periods anymore.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Aimee, take the "Which Contraception is Right for Me?" quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Teen Worksheet #5 – Marcus

Marcus is a really hard worker and in the top 10th percentile in the junior class. He is also really cute, but super shy and hasn't had a serious relationship yet. He hooked up one time and had oral sex, but got his heart broken so he's been hesitant to put himself out there again. Marcus knows there will be a big party after the home game tonight and he hopes the person he's been crushing on for a while will be there too so he can make a move. He wants to be ready just in case things go well and he hopes he doesn't chicken out from talking to them.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Marcus, take the "Which Contraception is Right for Me?" quiz. Write the top three ranked birth control methods from the quiz results below. Note: Some of the quiz questions refer to periods, so they won't apply to Marcus.

1. _____

2. _____

3. _____

Teen Worksheet #6 – Ashley

Ashley has been dating Felix for almost the entire school year and they just started having vaginal sex last week. Ashley is really, really worried that her parents will find out. Even though they like Felix, they would freak out if they found out she was having sex. Ashley is the oldest of five siblings, and since both her parents work, they rely on her to help with getting the kids to and from school, their homework, meals and more. She knows that getting pregnant right now would affect everyone in her family, not just her.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Ashley, take the “Which Contraception is Right for Me?” quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Wrenches Worksheet



WRENCH #1 – MARISSA

Doesn't feel comfortable touching her genitals



WRENCH #2 – CHANTAL

Doesn't have transportation



WRENCH #3 – LOUISE

Doesn't have any money



WRENCH #4 – AIMEE

Afraid of parents/caregivers finding out



WRENCH #5 – MARCUS

Embarrassed to go to store to buy condoms



WRENCH #6 – ASHLEY

Doesn't know what birth control methods are available or how Felix feels about using birth control.

Wrenches Worksheet: Teacher's Guide

Wrench #1 – Marissa - Doesn't feel comfortable touching her genitals

- Maybe reflect on whether discomfort might indicate she's not comfortable or feels ready to have sex with another person
- Maybe use a method that does not involve someone touching their genitals (i.e. the pill, the shot, the patch, external condom, implant, etc.)
- Maybe talk with a trusted adult about why she is uncomfortable touching herself to make sure there is no history of abuse

Wrench #2 – Chantal - Doesn't have transportation

- Maybe get a ride with a friend, partner, trusted adult, etc.
- Explore options for mass transportation and/or ride sharing
- Delaying having sex, withdrawal and condoms are much more easily available than any other method

Wrench #3 – Louise - Doesn't have any money

- Explore borrowing money or getting loan from partner, friend or caregiver
- Go to a clinic that works with clients with limited income and may provide services at no or low-cost, might have payment plan
- Ask potential partner to contribute to expense to share responsibility

Wrench #4 – Aimee - Afraid of parents/caregivers finding out

- Reflect on whether fear of parents finding out might be connected to not being sure or ready to have sex right now
- Look at methods that are not visible, such as the IUD, shot, ring and condoms, so there would not be anything for parents to find
- Find courage to talk with parents about this important issue and decision, maybe with partner or friend for support

Wrench #5 – Marcus - Embarrassed to go to store to buy condoms

- Reflect on whether fear or embarrassment means might not be comfortable or ready to have sex with another person right now
- Explore other places to get condoms including health clinics, HIV testing locations and websites that send them discretely to your home

Wrench #6 – Ashley - Doesn't know what birth control methods are available or how Felix feels about using birth control.

- Find way to approach issue with Felix before having sex (i.e. asking him how he feels about birth control, texting or emailing, etc.)
- Research methods of birth control from trusted source to educate self about available options
- Talk with trusted adult/caregiver to learn more about what's available

We All Have Rights

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.CC.3 – Identify the laws related to reproductive and sexual health care services, i.e., contraception, pregnancy options, safe surrender policies, prenatal care.

SH.12.CC.3 – Describe the laws related to sexual health care services, including STD and HIV testing and treatment.

TARGET GRADE: Grade 10
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- Quiz: “What Are My Rights?” – one per student
- “Teacher’s Guide: What Are My Rights?” – one copy
- Homework: “Can I or Can’t I?” – one per student
- One sheet of flipchart paper with the heading, “Parking Lot” written on it
- At least one flipchart marker
- White board and markers
- Worksheet: “Who Did the Right Thing?” – one per student
- Extra pencils in case students don’t have their own
- Masking tape

ADVANCE PREPARATION FOR LESSON:

- Take the Teacher’s Guide – What Are My Rights? and go to the websites as indicated in order to fill in the correct information about the laws in your state and resources in your area.
- Take a sheet of newspaper and write, “Parking Lot” at the top in large letters. Post it at the front of the room but over to the side so that you can access it easily but not have it be the main focus during the lesson.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least three laws in their state relating to minors’ rights and sexual and reproductive health. [Knowledge]
2. Identify at least one belief they have relating to sexual and reproductive decision-making. [Knowledge, Affect]
3. Apply their knowledge and self-reflection to accessing reliable, accurate information about sexuality- and reproductive health-related laws. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Say, “When it comes to sexuality, there are some situations in which, as teens you have rights – even though you’re under the age of 18. There are also, however, some issues in which your parents/ caregivers need to legally be involved. Today’s class will start by taking a look at some of the legal rights you have relating to sexual and reproductive health.”

Tell students that, because this is such a complex topic, there may be some questions or issues that come up that you will need to get some more information about before responding to them. Point out the “parking lot” newspaper sheet that you posted before they came in.

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Explain that if something is raised that you need a bit more research to answer, you or someone in the class can put it up on the parking lot and you'll find the information and share it during the next class.

Distribute the "What Are My Rights?" quiz, but ask them not to put their names on it. Tell them that it is designed to get a sense of what they do and don't know coming into this class. Tell them they have about 5 minutes in which to complete the quiz, and that if they don't know the answer, they can simply guess. (7 minutes)

STEP 2: Go through the responses using the Teacher's Guide: What Are My Rights? Answer any questions students may have, writing any questions to which you don't know the answers up on the Parking Lot. (12 minutes)

Note to the Teacher: Depending on your school's policy on handheld device use during class, you may also wish to ask students to find some of the answers by searching for them online right then.

Note to the Teacher: Many of the laws relating to sexual and reproductive health and rights relate to abortion, and can be sensitive to discuss, especially given different religious and personal values and beliefs in the classroom. If these start to come up during the discussion of the quiz, reassure students that they will have the opportunity to talk about them more in the activity that follows.

STEP 3: Tell the students they are now going to take some of these facts and consider them when they are used in a real-life situation.

Distribute the worksheet, "Who Did the Right Thing?" Ask for students to volunteer to read each of the paragraphs aloud, alternating students per each paragraph. Once the story has been read, instruct the students to decide which of the characters they think did the right thing in this situation. (7 minutes)

STEP 4: Once everyone has recorded their ratings, divide the class into groups of 4. Once they have gotten into groups of 4, instruct them to discuss who they think did the right thing, and to try and reach agreement on the ratings. Explain to students that they can change their vote at anytime, but that they should only do so if they truly agree. Tell the class they will have about 8 minutes in which to do this. (9 minutes)

STEP 5: After about 8 minutes, stop the small group discussions. Ask, "How many groups were able to agree on their rating?" Go around the room and ask the groups to state who they felt was the most just. List the names of the characters on the board who are ranked as most just, along with a checkmark next to them to indicate additional rankings.

Ask students to explain why they rated the characters as they did.

Note to the Teacher: Your job during this part of the activity is to make sure students disagree respectfully, and that everyone who wishes to speak gets to speak. You also are to play the role of devil's advocate, using the facts from the quiz as relevant, or simply by posing hypothetical, "what if?" questions. (For example, "What if Victor wasn't opposed to using birth control, would you change his rating then?")

(13 minutes)

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STEP 6: Say, “As in many situations, there is agreement on some things and disagreement on others. Because people have very strong values and beliefs around lots of things relating to sexuality – not just about decisions relating to a pregnancy – it’s really important to know the information you need to make the right decisions for you.

A really challenging thing we need to figure out is the difference between having rights and doing what’s right. When we are in relationships, we need to think about what both of our rights are, and what our responsibilities are to each other as well as to ourselves. For example, Stephanie has the right to go on birth control without telling Victor – it is her body, and she wants to protect it herself. Does it mean that it’s right for her to not share her decision with Victor? That’s part of what we were just discussing – and again, what we need to think about both now and in the future.

In the end, communication in relationships is so important so that both people’s needs and rights are recognized, considered and respected.”

Explain and distribute the homework, and close class (2 minutes).

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The quiz and homework assignment will both achieve the first learning objective. The in-class worksheet and group work will achieve the second learning objective. The homework assignment will achieve the third learning objective.

HOMEWORK:

A list of questions relating to their legal rights in their state, reinforcing the range of choices they have relating to their sexual and reproductive health.

Note: The format of “Who Did the Right Thing” has been used in other curricula and programs over the years. The content of the activity in this lesson, however, is an original version for this curriculum.

Worksheet: Who Did the Right Thing?

Instructions: Read the following scenario. Think about the role each person played in the situation and decide who you think did the right thing. Once you have decided your rating, indicate it below by placing a check mark in the appropriate space.

.....

Stephanie is in the 10th grade. She has been in a relationship with Victor since the beginning of the school year, and they have been having sex almost since the beginning, and while they've both really been enjoying it, Stephanie's really worried about getting pregnant since they have not been using birth control.

Victor's religion does not believe in birth control, and he won't use condoms because he says sex doesn't feel as good when he uses them. He thinks if Stephanie ends up getting pregnant it would be fine – he has other friends who have babies, and they like having a kid.

Both Stephanie and Victor had previous sex partners before they became a couple, but neither has ever been tested for STDs. When Stephanie suggests to Victor they get tested, he accuses her of saying he's dirty – and anyway, he says, "If you end up with an STD I'll know you cheated on me, because I know I don't have one."

Stephanie goes to her best friend, Alex, who is constantly telling Stephanie to break up with Victor. Alex tells her that Victor is a jerk and that she needs to choose – her relationship with Victor or her friendship with Alex. She chooses Victor – partly because she's so mad that Alex would make her choose between them.

Stephanie decides to go on birth control without telling Victor. She goes to her family doctor, who she's been seeing since she was a child, and asks for a prescription for birth control pills. Her doctor stares at her for a few minutes then says, "I thought you were a good girl." Shaking his head, he writes the prescription for the pill, which she has filled. The pharmacist says, "Be sure to start these on the Sunday after you start your next period." Stephanie says, "I have really irregular periods – I didn't even have one last month." The pharmacist suggests Stephanie take a home pregnancy test just to be safe, which she does when she gets home – and finds out she's pregnant.

Stephanie is desperate to talk with Alex about this, but he's not speaking to her. She does not want to have a baby – she's planning to go to college, and she thinks this will have a real impact on whether she can do this. She doesn't want to place the baby for adoption and besides she knows that if she continues the pregnancy, Victor will never let her place the baby for adoption. And how can she live knowing she has a child who's being raised without her?

Stephanie decides the best decision for her is having an abortion. She does not feel like she can tell Victor, because he will definitely be against it. So she looks online and finds a clinic near her called "LifeSupport." When she gets there, the person who works there shows her pictures of babies and asks her why she doesn't want to keep the baby – she tells Stephanie she is old enough to have one, and she is lucky to have a partner who would support her. She tells Stephanie that she is not, however, old enough to get an abortion in their state without parental consent, and that if she tries to, she can be arrested and put in jail until the baby's born. And then she'll never see the baby again.

Stephanie leaves the clinic confused and really upset. Victor keeps texting her to see what's going on, but she doesn't answer. When she gets home, her mother and Victor are waiting for her in the living room. Stephanie sees the pregnancy test she took on the table and realizes she didn't hide it well enough in the garbage. It's really awkward and her Mom looks at the pregnancy test and then at Stephanie and says, "We need to talk."

.....

Who in the story do you think did the right thing?

_____ Stephanie _____ Victor _____ Family doctor

_____ Alex _____ LifeSupport staff

Quiz: What Are My Rights?

1. If a teen becomes pregnant, who has the right decide what the outcome of the pregnancy will be?
 - a. Only the pregnant teen
 - b. The pregnant teen and their parents
 - c. The pregnant teen's partner
 - d. The pregnant teen and their partner
2. Up until when in a pregnancy does someone have the right to have a legal abortion?
 - a. It is only legal in the first trimester (up until 12 weeks)
 - b. It is legal anytime during the pregnancy
 - c. It is legal in the first trimester, and in some states, into the second trimester
 - d. It is legal only during the first 7 weeks
3. Do teens have the right to get birth control from a clinic without parental permission or notification?
 - a. No
 - b. Yes
 - c. It depends on the teen's age
 - d. It depends how the clinic is funded
4. Do teens have the right to buy external or internal condoms at a store no matter their age?
 - a. No
 - b. Yes
 - c. It depends on the teen's age
 - d. It depends on a state's law and the type of contraception
5. If someone gives birth to a baby, but realizes that they don't want to be a parent and knows they don't have family help to take care of the baby, what choices do they have?
 - a. They can bring the baby to a hospital or police station or other "safe house" without getting into trouble
 - b. They can bring the baby to a hospital, but have to do so anonymously so they don't get in trouble
 - c. They must remain the baby's parent and keep it
 - d. They must find another family themselves who will adopt the baby
6. Can a transgender minor begin taking hormones without a parent's permission?
 - a. Yes – as long as they are 13 or older
 - b. No
 - c. Yes – as long as they can pay for it themselves
 - d. They can if it's testosterone, but not if it's estrogen
7. If someone over the age of 17 has sex with a person who is under the age of 17, is it against the law?
 - a. No
 - b. Only if it is their first time having sex, depending on the state they live in
 - c. Yes
 - d. It depends on the age of the younger, and on the state they live in
8. Does a teen have the right to get tested for STDs at a clinic without their parents' permission or consent?
 - a. Yes
 - b. Only if they are being tested for a viral infections, like HIV or HPV
 - c. Only if they have already had an STD
 - d. No

Teacher's Guide: What Are My Rights?

1. If a teen becomes pregnant, who has the right to decide what the outcome of the pregnancy will be?

a. The pregnant teen

Although a pregnant teen (or person of any age!) may find it useful to speak with their partner (if they are in a relationship) or a parent, caregiver or other trusted adult about their decision, in the end it is that person's legal decision about what to do.

In some cases, however, the decision they make may require parental consent or notification. For example, in our state, a teen who chooses to have an abortion must [have parental consent, notify one or both parents – fill in the information relating to your state from http://www.guttmacher.org/statecenter/spibs/spib_PIMA.pdf]. In most cases, states that require parental consent or notification also have alternate legal procedures in place for teens. For example, a teen can go to a judge to have permission granted to have the abortion. This is called “judicial bypass.”

2. Up until when in a pregnancy does someone have the right to have a legal abortion?

a. It is legal in the first trimester, and in some states, into the second trimester

Nationwide, abortion is legal through the first 12 weeks or first trimester of pregnancy. Different states, however, have different laws about when after that abortion can no longer be done – or when it can be done but requires a second physician to be involved in the procedure. This often depends on what's called “fetal viability,” or when a fetus could survive on its own outside of the uterus. In our state, the law says that [fill in the law information from http://www.guttmacher.org/statecenter/spibs/spib_PLTA.pdf].

3. Do teens have the right to get birth control from a clinic without parent permission or notification?

a. It depends how the clinic is funded

Most states have laws that permit minors (people under the age of 18) to obtain contraceptive methods without parental consent or notification. A few states, however, don't specify contraceptive methods but just refer to access to healthcare in general. Generally speaking, most clinics who provide contraception receive funding from the federal government under something called “Title X” (that's Roman numeral ten, not an “x”), but most private doctors do not receive Title X funding. If a clinic receives Title X funding they must provide contraception without a parent/ caregiver's consent. It's always a good idea to ask, when making an appointment or when you arrive at the clinic, what their policy is about parental consent.

In addition, methods that are designed to be permanent – like vasectomy and tubal ligation (sterilization) are not available in the US for people under the age of 18. This is considered the legal age at which a person can consent to have any kind of surgical procedure, and these methods would fall under that category.

4. Do teens have the right to buy external or internal condoms at a store no matter their age?

b. Yes

Some adults may disagree with the idea of young people having sex, rather than being impressed by how responsible they are being by knowing they need to use condoms of some kind to protect against STDs and/or pregnancy. If a store owner were to say, “No, you're too young” to someone under the age of 18, that person needs to clearly, but respectfully, inform that person that they have a legal right to purchase condoms – there is no minimum age requirement.

5. If someone gives birth to a baby, but realizes that they don't want to be a parent and knows they don't have family help to take care of the baby, what choices do they have?

a. They can bring the baby to a hospital or police station or other "safe house" without getting into trouble

All 50 states have what are called "safe haven" or "safe surrender" laws that allows someone who has given birth but cannot care for the baby the opportunity to bring the baby to a designated place without being arrested for child abandonment. Each state and area will have designated a different place – and will have a maximum age for the baby, after which time the law no longer applies. In our state, the law is [look up and provide the law for your state from <https://www.childwelfare.gov/pubpdfs/safehaven.pdf>]

6. Can a transgender minor begin taking hormones without a parent's permission?

b. No

A parent or caregiver must consent to a transgender minor - a person under 18 -beginning hormones that will help that young person transition from the sex they were assigned at birth to their true gender identity. One of the reasons for this is that the hormones are expensive, as is the pre-care and therapy that many young people will have in preparation for taking hormones.

Some trans young people, however, do not live with their parents or caregivers – or were kicked out of their homes because they are trans. These young people may end up accessing hormones on the street – which is a very risky practice, both in terms of the quality of hormone and the potential for sharing needles. Some health clinics serving trans youth will try to intervene in order to serve the young person and keep them safe – but, again, it is expensive to do so and cannot be expected at all youth health centers, clinics or doctors' offices.

7. If someone has sex with a person who is under the age of 17, is it against the law?

d. It depends on the age of the younger person, and on the state they live in

Most, but not all, states in the U.S. have an "age of consent" law. That's the age at which the law says a young person is legally able to consent to have sex with another person. The age of consent ranges from 16 to 18. In some states it is illegal for two people under the age of consent to have sex, even if they were both the same age. Other states allow sex between two people if the older of the two is within a certain age range. For example, in Alabama, the age of consent is 16; the allowable age span relating to that is 2 years. So if a 17-year-old and a 15-year-old had sex, it would not be seen as against the law. But if a 17-year-old and a 14-year-old had sex, the older person would have committed statutory rape. "Statutory" means "legal" – so there does not have to be a physical assault or force involved for it to be rape under this law.

8. Does a teen have the right to get tested for STDs at a clinic without their parents' permission or consent?

a. Yes

A teenager should always ask the clinic's policy on consenting to a service and confidentiality of test results. The only thing a teen needs to keep in mind is that if they plan to pay for their tests using their parents' or caregivers' health insurance, the parent(s) or caregiver(s) will know that the test has been done. Many clinics will offer low-cost or free testing to teens and will make sure the services done are completely confidential.

Homework: Can I, Or Can't I?

Name: _____ Date: _____

Instructions: At the bottom of this sheet are several websites at which you can access the answers to the questions listed on this sheet. Please use those sites to complete this assignment in the space provided.

1. Do I need to get my parents' permission to get birth control at a clinic?
2. If I/my partner want to have an abortion, but live in a state where I/they can't get one, what are the options?
3. If I/my partner wants to have a baby, can someone's parents/caregivers force them to get an abortion or place the baby for adoption?
4. Are there any sexual behaviors that are illegal for me to do at my age?
5. If I/my partner is a young parent, can we make medical decisions for our own child?

SOURCES:

http://www.guttmacher.org/statecenter/spibs/spib_PLTA.pdf
http://www.guttmacher.org/statecenter/spibs/spib_OMCL.pdf
http://www.guttmacher.org/statecenter/spibs/spib_MRP.pdf
<http://www.legalmatch.com/law-library/article/abortion-rights-of-minors.html>
<http://www.legalmatch.com/law-library/article/statutory-rape-the-age-of-consent.html>

Let Me Tell You

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

SH.12.IC.1 – Demonstrate skills to communicate with a partner about STD and HIV prevention and testing.

SH.12.INF.1 – Analyze factors that may influence condom use and other safer sex decisions.

TARGET GRADE: Grade 10
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Communication signs (prepared as described)
- Masking tape
- STD Communication Scenarios, (prepared as described)

ADVANCE PREPARATION FOR LESSON:

- Print out the communication signs 1-6. Photocopy signs 1, 2 & 3 onto paper of one color, and signs 4, 5 & 6 onto paper of a different color. You will need to make a second copy of each sign on white paper.
- Post signs 1, 2 & 3 around the room, one on each of the side walls and one on the back wall as space allows. Post one set of signs 4, 5 & 6 around the room similarly, but away from the first set. Keep the second copy of the signs aside for use in class.
- Tear off at least 6 two-inch pieces of masking tape and attach loosely to the white board for use during the activities.
- Each of the four STD Communication Scenarios contains two parts, a role for Partner One and a role for Partner Two. Print out enough copies of the STD Communication Scenarios so that each pair of students will get one scenario. Cut each scenario in half and either clip them together with a paper clip or put each scenario into an envelope so each student pair will have a scenario containing both a Partner One and Partner Two role.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Explain the impact of having a communication style that is similar to or different from a partner on the ability to communicate about important topics. [Knowledge]
2. Demonstrate how to communicate with a partner about STD risk and protecting their own and their partner's sexual health. [Knowledge, Skill]
3. Demonstrate an understanding of where and how to be tested for STDs both in person and at home. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

Let Me Tell You

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

PROCEDURE:

STEP 1: Say to the students, “All of us in this room are unique individuals, yet we will often find we have some things in common. We’re going to start today’s class by looking at what we do and don’t have in common in social situations.”

Say, “I’m going to ask you to think about how you feel about talking – specifically talking, not texting – when you’re with a group of friends. I’ve placed three [say color of signs] signs around the room. One reads, ‘I’m the one who does most of the talking,’ another reads, ‘I like to do some of the talking, but it’s a balance,’ a third reads, ‘I prefer to sit back and listen to everyone else talking but don’t talk much myself.’ Please think about which of these signs applies to you, then go up and stand beneath that sign. If you think you could fit under more than one sign depending on the circumstance, please go stand under the sign that reflects what first came to your mind.” Give students a minute to decide and stand under their sign.

Say, “I’m going to give you a minute to talk among yourselves about why you chose to stand where you are standing. Then we’ll have a chance to talk as a larger class about it.”

Note to the Teacher: If you have only one student standing beneath a particular sign, be sure to go over to make sure they have someone to talk with.

After about a minute, stop the student conversations. Say, “Look around the room – what do you notice about our class based on how many people are standing beneath which sign?” (Possible responses may include, we have a lot of talkers in class, we have a lot of people in class who don’t like to talk, etc.)

Starting with the group that has the smallest number of students standing in it, ask for a few students to explain why they chose to stand where they did. Repeat back or paraphrase what students share. Move to the second and third groups and do the same.

Say, “Now, I’m going to ask you to think about being in a romantic relationship with someone – whether it’s someone you’re with currently, or someone in the future if you aren’t in a relationship now. Around the room you’ll see signs that are [say the color of the second set of signs]. Thinking about when you’re one-on-one with a partner, I’m going to ask you to think about how you talk with them or imagine you would talk with them about something important. The first sign reads, ‘I like to be the one to bring things up and do most of the talking.’ The second sign reads, ‘I like it when it’s a balance where we both talk back and forth.’ The third reads, ‘I don’t bring stuff up. If they have something to talk about, they can bring it up.’”

Ask students again to think about how they are, one-on-one with a partner or how they think they’d be with a future partner, and ask them to move to that sign. Ask them to, again, talk among themselves about why they chose to stand where they did. If there is only one student standing beneath a particular sign, be sure to walk over and stand with that student so they have someone to talk with.

After about a minute, ask the students to stop their conversations. Again ask for a few people from each group to contribute why they chose to stand where they did.

Process, using the following questions:

- Look around the room again. What do you notice about how many people stood where?

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A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- Was there much difference from the first set?
- Why do you think that is?

Ask three students to volunteer to take down the second set of signs and bring them to you and have everyone sit down. (15 minutes)

STEP 2: As students are returning to their seats, post the duplicate sets of signs on the board in two columns next to each other:

I'm the one who does most of the talking

I like to do some of the talking, but it's a balance

I sit back and listen to everyone else but don't talk much myself

I'm the one who does most of the talking

I like to do some of the talking, but it's a balance

I sit back and listen to everyone else but don't talk much myself

Say, "Take a look at the styles up here. What do you think happens in a relationship when there are two people who both like to bring things up and do most of the talking?" Probe for, "they may talk over each other and not listen."

Ask, "What about when both people feel there should be a balance?" Probe for, "they probably will have really good conversations – as long as they both are honest and proactively bring this up when they need to."

Ask, "What happens when neither person feels like they want to bring things up?" Probe for, "They probably don't talk a lot, it's probably really hard for them to have serious conversations."

Say, "A lot of times, we will be drawn toward people who are similar to us in a variety of ways – similar likes and dislikes, similar ways of communicating, like what you see here. But many times, we end up with people who are really different from us. This can have an impact on how we communicate with each other.

For example [switch card two with card three in the right-hand column], what do you think would happen between two people when one never wants to talk about anything, and the other does best when there's an equal exchange?" Probe for, "it may get frustrating for them – the one who likes to bring things up and hear from the other person can get impatient, and the other one who doesn't like to talk may feel pressured."

Say, "Regardless of how we communicate and how our partner communicates, we need to be able to do this. And it's not just talking about, 'How was your day?' There are lots of really important things relating to your sexual relationship that you need to figure out how to communicate about so you have a positive, healthy relationship. We're going to look at how to do that now." (10 minutes)

STEP 3: Divide the class into pairs. Once they are settled, say, "For the purposes of this activity, I'm going to ask you to pretend you are in a romantic and sexual relationship.

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Please remember our groundrules about respect; this is a totally hypothetical situation that's for the purposes of our class discussion only.

Note to the Teacher: *It can help to have your class groundrules posted in a visible place for this lesson for easy reference. Also, this activity can bring up discomfort for some students, which may appear as reinforcing stereotypical gender roles within the activity and/or homophobic comments at times if two males are paired together. It can help to anticipate these reactions so you can be ready to intervene when necessary.*

I'm going to come around the room and give each of you one half of the same scenario and ask you to talk about the issue that's listed. Please do not show your role to your partner, because your roles are slightly different. Communicate as you typically would, you don't have to play a role when it comes to that, just be yourselves.

I'm going to give you a few minutes to work to reach the goal listed there. You will have about 5 minutes in which to do this."

Answer any questions, and have them get started. (8 minutes)

STEP 4: After about 5 minutes, ask the pairs to stop. Process using the following questions:

- What was it like to do that?
- What was [fill in students' responses] about it?
- How many pairs reached the goal of the assignment? How many didn't?
- For those who reached the goal, please describe the scenario you had and explain why you think you were able to reach the goal.
- For those who were not able to reach the goal on your assignment, please describe the scenario you had and why you think you weren't able to.
- In what way did the fact that it was about discussing STDs make it easier or harder to have these conversations or reach your assigned goal? Why?
- What do you think would have been different about the scenarios if you were having these conversations by text instead of in person? What does that tell you about texting vs. in-person conversations about tough topics?

Ask, "What does doing this tell you about communicating with a partner about STDs and sexuality in general?" Probe for:

- It takes work!
- It takes more time than you think – it's more than a quick, "Hey, we should use condoms" "Okay!"
- Our communication styles have an impact on our relationships – and the better and more clearly we communicate in our relationships – no matter what that looks like – the better they will be.

Explain the homework assignment and close the class. (17 minutes)

Let Me Tell You

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The forced choice activity at the beginning of the lesson will fulfill the first learning objective. The paired communication scenarios will achieve the second learning objective. The homework assignment will achieve the third learning objective.

HOMEWORK:

Students will find one place where they can get tested in person for STDs and HIV and explain the process.

(Note to the Teacher: Once you have collected the homework, you may wish to combine the responses and create a resource for your students to take home as a resource so they know the full spectrum of options for STD testing and treatment in your community.)

Scenario A

PARTNER ONE

You and partner two haven't yet had sex, but have been talking about it. You and your partner each have had one partner before and have used condoms. You need to talk about what you're going to do sexually and what steps you're going to take to avoid STDs (and pregnancy, if that's an issue).

Your goal: Reach agreement on what you plan to do to reduce your STD risk when you do have sex.

Scenario A

PARTNER TWO

You and partner one haven't yet had sex, but have been talking about it. Your partner has only had one partner before – and although you told them that you'd only had one partner before, you actually have had four others. You just didn't want to tell them because you were worried they wouldn't want to be with you. You've never been tested for STDs but feel fine.

Your goal: Reach agreement on what you plan to do to reduce your STD risk when you do have sex.

Scenario B

PARTNER ONE

You just met partner two at a party, and you are totally into each other. You are in a room away from the rest of the party and have been making out and are pretty sure you two are going to have some kind of sex. You've had oral sex before, but no other kind of sex. You definitely don't want to get an STD and you don't think you've had one.

Your goal: Reach agreement on what you plan to do to reduce your STD risk in that moment.

Scenario B

PARTNER TWO

You just met partner one at a party, and you are totally into each other. You are in a room away from the rest of the party and have been making out and are pretty sure you two are going to have some kind of sex. You've had sex before, but don't like using condoms because it doesn't feel the same. You had chlamydia last year, took medicine to clear it up, and don't think STDs are a big deal. You do, however, definitely want to have sex right now with this person!

Your goal: Reach agreement on what you plan to do so you both feel okay about doing whatever you decide to do sexually and about their concerns about STDs.

Scenario C

PARTNER ONE

You and partner two have been in a relationship for about four months. You have had several different kinds of sex and have used condoms most of the time. When they went away with their family for a long weekend, you had sex with someone else and didn't use condoms. You really care about your partner – this other person means nothing to you, it just happened. But you don't know anything about the other person's STD status.

Your goal: Tell your partner about what happened and figure out what you should do about figuring out your STD risk and protecting both of you moving forward.

Scenario C

PARTNER TWO

You and partner one have been in a relationship for about four months. You have had several different kinds of sex and have used condoms most of the time. You are monogamous – meaning, you only have sex with each other, no one else. Neither of you has ever had an STD – but you've also never talked about it. You think it's time for you two to stop using condoms altogether so you can really feel close to each other all the time. You really want to be with your partner, no matter what, and are committed to being in it together.

Your goal: Talk with your partner about what you think should happen in the relationship, and figure out what you should do about figuring out your STD risk and protecting both of you moving forward, especially if you plan to stop using condoms.

Scenario D

PARTNER ONE

You have been on the pill for a few months because you had some issues with acne. You and partner two have been together for a while and been having sex and using condoms. Partner two is really worried and always wants to use two methods. You would prefer to stop using condoms since you are a faithful pill taker, so what's the risk?

Your goal: Stay in the relationship, but maybe stop using condoms...

Scenario D

PARTNER TWO

You and partner one have been together for a while and have been having sex. You always use a condom with your partner although you know they are taking the pill too. You know someone who had gonorrhea and even though it cleared up really quickly once they took some medicine, it freaked you out. You really, really like partner one and don't want to mess things up but also want to make sure to keep doing everything you can to protect both of you.

Your goal: Stay in the relationship, no matter the cost.

Homework

STD Testing: What Are My Options?

Name: _____ Date: _____

INSTRUCTIONS: Please find one place in your community that does STD testing, and describe the process below. **NOTE: You do NOT need to actually get tested, you just need to find out what someone needs to do in order to get tested.**

Name of testing site: _____

Address: _____

How far is the clinic from home? What about from school? What are directions to get there from both? _____

What are the days of the week and hours the clinic is open? _____

How much does it cost? _____

Do they take insurance? Yes No

Who would you bring with you to get tested? Why? _____

If you were to test positive (meaning, you had an STD), who would you go to for support? What would you want/need from them? _____

**I'm the one who
does most of the
talking**

**I like to do some of
the talking, but it's
a balance**

**I sit back and listen
to everyone else
but don't talk much
myself**

**I like to be the one
to bring things
up and do most
of the talking**

**I like it when it's
a balance where we
both talk
back and forth**

**I don't bring stuff
up. If they have
something to talk
about, they can
bring it up**

Using Technology Respectfully and Responsibly

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.CC.4 – Evaluate the potentially positive and negative roles of technology and social media in relationships.

HR.12.SM.2 – Describe strategies to use social media safely, legally and respectfully.

TARGET GRADE: Grade 10
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it and the video described above and website queued up
- LCD projector and screen
- PowerPoint: "U.S. Sexting Laws"
- Worksheet: "Sexting Scenarios" – one per every three students
- Extra pencils in case students don't have their own
- Homework: "Spreading the Word" – one per student

ADVANCE PREPARATION FOR LESSON:

- Either download this video or ask your IT person at school to unblock this site for you to use in class: <https://www.youtube.com/watch?v=bhMX131xf0U>.
- Sexting is a particularly sensitive topic within sexuality education. You may wish to show this lesson and the video to your Supervisor or Building Principal to ensure they support its use.
- Go to http://mobilemediaguard.com/state_main.html (U.S. Sexting Laws) and look up your state's laws on sexting. Be sure to ask your IT person at school to unblock this site for you to use in class.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define what sexting is. Describe two disadvantages and two reasons why someone may sext. [Knowledge]
2. Identify at least two connections between child pornography and sexting laws. [Knowledge]
3. Describe at least two facts relating to sexting laws in their state. [Knowledge]
4. Explain at least two options for people involved in sexting situations. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Start class by saying, "We're going to be talking today about how we use technology with friends, partners and even people we don't really know. Let's start by looking at this brief video, which we'll discuss together afterwards." (1 minute)

Using Technology Respectfully and Responsibly

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 2: Show the video and stop it at 4:13 when the narrator starts to talk about having a larger discussion about consent. Process by asking the following questions:

- What do you think about sexting?
- Using both the video and some of your own thoughts, why do you think some people might sext?
- What are some of the potentially negative things about sexting?

Say, “Laws regarding sexting are different in every state – but one thing they have in common is that a naked photo of someone under the age of 18 is considered child pornography, and child pornography is illegal. But what does that mean when someone has taken their own picture and send it to someone else? What happens if the person who sent it consented, and the person who received it consented, and they didn’t share it with anyone else? Is it okay then?” (8 minutes)

STEP 3: Go through the PowerPoint, “U.S. Sexting Laws.” After you have completed slide 4, “The Law Takes This Really Seriously,” say, “Let’s take a look at the laws in our state.” Put up the U.S. Sexting Laws website at http://mobilemediaguard.com/state_main.html and click on your state. Go through what you find there. Ask students what they think of what you just shared. (8 minutes)

STEP 4: After students share their reactions, say, “Once you reach the age of 18, you are legally considered an adult and can decide for yourself what you think is right for yourself regarding sexting. If you are under 18, sexting is illegal.”

Divide the class into groups of three. Distribute the scenarios relating to sexting and ask them to discuss together what they would do and then write their ideas down on the worksheet. Tell them they have about ten minutes in which to work.

***Note to the Teacher:** If your students would respond to movement, an alternate is to copy two sets of the scenarios so you have six total and post one set on each side of the room. Then divide your class into six groups and have three groups rotate through the scenarios on one side of the room while the other three groups do the same on the opposite side of the room.*

(12 minutes)

STEP 5: After about 10 minutes, ask students to stop. Have a volunteer read the first scenario aloud, and then ask that group to share what they came up with. Ask other groups whether they had anything different or anything to add. Have a different volunteer read the next scenario and then share from their group what they came up with. Again, ask other groups whether they had anything different or anything to add. Continue in this way until all three scenarios have been discussed. (15 minutes)

STEP 6: Return to the PowerPoint, moving to the last two slides, titled, “What Can You Do?” Read through the points on these slides.

Say, “This isn’t easy to talk about, and you may still have questions. Please remember you can always talk with me – or, you may wish to continue this conversation at home with a parent or caregiver or any other trusted adult you feel you could speak with about this topic.”

Using Technology Respectfully and Responsibly

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

Describe the homework assignment and close the class. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Watching and discussing the video will achieve the first learning objective. Going through the PowerPoint and website information will achieve the second and third learning objectives. Completing the scenario worksheets will achieve the fourth learning objective.

HOMEWORK:

Have students tell four other students about what they learned in class today and complete the “Spreading the Word” worksheet.

Worksheet: Sexting Scenarios

SCENARIO ONE

Another student at school has started asking your friends about you. You think they're kind of cute and might be interested in something with them, but you're not quite sure. Somehow, they get your cell number and text you, "Hey." You're not expecting that, so you text back, "Who is this?" The answer you get is, "It's me," followed by a naked picture of them.

What should you do?

SCENARIO TWO

You're in a relationship with someone, and you're really into each other. Part of your relationship is to send sexy texts back and forth, talking about how attracted you are to each other. One day, your partner texts, "How about sending me something I can look at and think of you?" You don't see anything wrong with it, especially since things are so good between you. You send a naked pic with the text, "Just 4 you, k?" They text back how much they love it. The next day, three different people tell you how hot they thought your picture was.

What should you do?

SCENARIO THREE

You and your partner have been together for 3 months. You like each other's friends, you like spending time together, you're really in sync with what you do and don't like sexually. You have sexted each other a few times, both texts and sexy photos. Neither of you has shared your pictures with anyone else, and promised you never would. As the school year goes on, you meet someone you click with instantly. You're instantly hooked, and feel you need to be the one to tell your partner that it's over. Unfortunately, they find out from someone else and freak out. They go to their Instagram account, and start posting the naked photos they have of you online.

What should you do?

Homework: Spreading the Word

Name: _____ Date: _____

INSTRUCTIONS: Lots of students don't know the information we went over in class today. Your job is to find four different people your age between now and next class and share two things about sexting you remember from class with them. Then complete the table below and hand it in next class.

	First name of student you spoke with	Date of conversation	What two things did you share with them from class?	How much of this was new to them?
1				
2				
3				
4				

Our Space, Safe Space

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

ID.12.SM.1 – Explain how to promote safety, respect, awareness and acceptance.

ID.12.ADV.1 – Advocate for school policies and programs that promote dignity and respect for all.

PS.12.ADV.1 – Advocate for safe environments that encourage dignified and respectful treatment of everyone.

TARGET GRADE: Grade 10
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint loaded onto it
- LCD projector and screen
- PowerPoint: "Advocating for Change at School"
- White board and markers
- Extra pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

Locate and review your current district policy relating to LGBTQ people, as well as any school-specific information relating to safe spaces.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Identify at least two things their school does well around LGBTQ inclusion, and at least two things they could improve upon. [Knowledge]
2. Demonstrate an understanding of what advocacy and lobbying are, and how they can be used to make change at school. [Knowledge]
3. Demonstrate how to make a persuasive argument for policy change. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Explain that today's class is going to look at your school's environment around equality and inclusion, honing in on how the school is doing around making sure people of all sexual orientations and gender identities are respected.

Begin the PowerPoint, going through slides 1 – 3, which define advocacy and lobbying.

Go to the next slide with the pictures of the puppy and kitten on it. Make four groups of about equal size with two being "dog" groups and two being "cat" groups. Say, "I'd like you to pretend that our school is looking to change its mascot. The school has narrowed their selection down to two options, either a dog or a cat. The members of the two groups that were assigned 'dog' need to make a strong case for why a dog should be the school mascot. The other two groups need to make a strong case for why a cat should be the school mascot. All groups will be presenting their argument to me and I will make the final decision."

Our Space, Safe Space

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Say, “Before you start working, there are a few things about me you need to know as you make your case:

- I am allergic to cats, but have always wanted one
- I currently have a dog, and students often see me at the park with my dog

Note to the Teacher: *Even if these statements about you are not true, please either use them as written, or add in your own statements about how you feel about cats and dogs.*

I’m going to give you about five minutes to talk in your small groups and come up with several key points that you think would make a strong case for a cat or dog being the mascot.” Answer any questions, and ask them to get started. (10 minutes)

STEP 2: After about 5 minutes, call time. Say, “Okay, I’d like you to pretend I’m the principal of our school. You need to convince me that your animal is the best choice for our school. Please select one person from your group to be the representative who will make a one-minute appeal to me about their group’s animal. Once I have heard all the arguments, I will make a decision.

Remember, you ONLY have one minute... so you want to be as persuasive as you can be to get me to choose your animal. Maybe make some notes about your key points? How would you use what I told you about how I feel about cats and dogs? Good luck!”

Choose one group at random to go, and ask the representative from that group to make their case. When that person has gone, please ask a representative from the second group that had the same animal to add in anything the first group did not say. As they are speaking, write key points on the whiteboard from their arguments. Do the same with the second animal.

Consider what was presented, and then, as the principal, make your decision. Go through the bullet points and explain why. Say, “It’s not that the other group did not make a good case for their animal, but here is why I went with this one.” (6 minutes)

STEP 3: Process by asking the following questions:

- What was it like to do that? What was [fill in class responses] about it?
- What was it like to come up with your pitch? What was [fill in responses] about it?
- How did you decide what information to use to convince me? What else would have been useful to know about me in making your arguments?
- How did your own thoughts and feelings about and experiences with your group’s animal affect the experience?
- How did you decide who in your group would present on behalf of everyone? (If a group selected more than one person, ask about that person as well.)

Say, “What you just did was lobbying. You had an issue, you got some information about the person whose decision you were trying to influence (in this case, I gave it to you, but this was just a sample activity!), you gave compelling reasons for why I should support your cause, and I made a decision.” (5 minutes)

STEP 4: Go to the next slide in the PowerPoint, titled, “Why Do We Lobby?” Go through it and the next slide, stopping on the following slide, titled, “The Issue & The Ask.”

Our Space, Safe Space

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Say, “Because this class is part of sex ed, we’re obviously not going to try to put something together for the Principal about the school mascot, or the type of food in the cafeteria, or whether people should be required to take certain courses. We’re going to look specifically at the school environment around being a safe, welcome space for students and family members of all sexual orientations and gender identities.”

Ask, “Generally speaking, what do you think our school does well around this topic?” Give an example you know about your own school. Record student responses on the board beneath a header titled, “We Do These Well.” After you have generated that list, write a header to the right of the first header titled, “We Could Improve on These.” As you are writing, ask students what they think your school could do better on. Record their responses beneath the second header.

Note to the Teacher: *These lists will vary based on the school you are in, but sample efforts that students may say their school could improve on include:*

- We don’t have a GSA
- There are no all-gender bathroom signs
- There are celebrations for different historical months and weeks, but nothing for LGBTQ people (pride)
- There is a lesson in Social Studies on historical LGBT people
- The policy around the prom and other school events only allows different-sex couples to attend together
- There is a dress code, which requires people to wear a particular uniform even though they identify as a different gender
- There is a lot of homophobic language in the hallway (e.g., “you’re so gay” and more)

Once you have put together the two lists, focus on the ones that students said they feel the school could improve upon. Discuss, as a class, which one of these things they think is most important – as well as realistic – and focus in on only that one. Then say, “Okay – let’s see what we can do about it.” (10 minutes)

STEP 5: Divide the class into groups of three. Say, “Please work in your groups to come up with what you think are persuasive arguments for making this change at school. I will give you about five minutes to come up with what you think are the strongest arguments you could present to the Principal. I’m looking for quality of argument, not necessarily quantity.” After about five minutes, ask students to stop their discussions. (5 minutes)

STEP 6: Say, “I’m going to start recording people’s arguments up on the board. Please take notes on what goes up on the board, as it will be part of your homework assignments.” Ask for a volunteer to go first, instructing the other students to cross off anything on what they came up with that has already been stated to avoid repetition.

Once everyone has gone, go through the list and ask whether anyone would make any suggestions to make any of the arguments stronger. Once you have done that, say, “Okay, so we decided on the one thing we’d want to change, and we’ve come up with some

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strong arguments. Now, let's look at what we do next if we can lobby the Principal to make this change happen." (8 minutes)

STEP 7: Return to the PowerPoint and go through the next few slides, through "What Should You Do If the Principal is Indecisive?". Say, "I don't know whether we can actually get a meeting with the Principal about this – but the homework assignment is going to assume that we can. So if we can, we need to be prepared!"

Say, "Each of your groups of three will be assigned one thing to research and bring back to our next class, which can be used to make a strong case to the Principal." Go to the next slide that reads, "Homework" and go through the bullet points.

***Note to the Teacher:** You may wish to instead write these bullet points on the board depending on what is discussed during class.*

Assign one of the bullet points to each of the groups, repeating them as needed based on the number of students/groups in the class. Once the students have written down what their assignment is, go to the last slide and ask them to copy down the websites that appear there to use in their research.

***Note to the Teacher:** If your school has an electronic communications system for students, be sure to post the PowerPoint there or email students so they can have it to refer back to as they do the homework assignment.*

Answer any questions from the day or about the homework assignment. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

In-class discussion and brainstorming will achieve the first learning objective. The PowerPoint presentation and mascot activity will achieve the second, third and fourth learning objectives. The homework assignment will reinforce all of the content learned in the session, and support achieving the third learning objective.

HOMEWORK:

Assignment is on the last two slides of PowerPoint and involves group projects and research.

This lesson was based on a concept and PowerPoint created by Diana Thu-Thao Rhodes.

Trust It or Trash It: Finding Accurate Sex Ed Info

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.AI.1 – Access medically-accurate information about contraceptive methods, including abstinence and condoms.

PR.12.AI.2 – Access medically-accurate information and resources about emergency contraception.

TARGET GRADE: Grade 10
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheet: "Trust It or Trash It?" cut in half
- Handout: "Accurate and Reliable Sexual Health Resources for Teens" – one per student
- Internet-enabled devices placed around the classroom
- Desktop or laptop computer with Internet access and PowerPoint on it
- LCD projector and screen
- Extra pencils in case students don't have their own
- Powerpoint Presentation: Sexuality Information Should Be Reliable, Current And Accurate

ADVANCE PREPARATION FOR LESSON:

- Secure 8 internet-enabled devices (laptops, tablets, etc. if your school allows the use of smart phones, you can invite students to use those, too) that will allow a small group of students to access one of the following sexual health websites:

www.advocatesforyouth.org
www.sexetc.org
www.scarleteen.com
www.kidshealth.org
www.plannedparenthood.org/teens
youthresourceafy.tumblr.com
www.factsaboutcondoms.org
www.itsyoursexlife.org

- Create eight areas in your classroom where students can gather around one of these devices.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Analyze at least three strategies to distinguish whether a sexual health resource contains accurate and reliable information for teens. [Skill]
2. List at least two accurate and reliable sources of sexual health information for teens. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask, "How many of you have ever gone online to get information about sexuality or sexual health?" After several students have raised their hands, ask, "Have any of you ever gone online, heard something was true, and then come to find later that it wasn't?"

After a few students have raised their hands, say, "The internet

Trust It or Trash It: Finding Accurate Sex Ed Info

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

can be a great source of information – but sometimes misinformation is used to scare or shame young people in the hopes they will be abstinent. There is nothing wrong with being abstinent but fear and shame should not be used as weapons. So how can you tell whether what you're seeing is reliable?" (2 minutes)

STEP 2: Go through the PowerPoint presentation. When you have finished say that you are now going to do an activity to look at whether a particular sexual health-related website is one they can trust – or one they should trash – based on the criteria from the PowerPoint. (10 minutes)

STEP 3: Divide students into eight groups and assign each group a location where you have located an internet-enabled device. Once students have settled in their groups, say, "Each group will get a worksheet with a different sexual health website on it. You are to examine the website together as a group and answer the three questions on your Trust It or Trash It worksheet. Once done reviewing the site, the group will vote on whether they would tell their friends to use this website if their friend was looking for more information about sexuality." Ask if there are any questions about the directions, and distribute one worksheet per group. Tell groups that they will have about 10 minutes to complete their task. (15 minutes)

STEP 4: Gather the group's attention when ten minutes have passed and ask them to stop their work. Acknowledge that each group had a different website and quickly have each group share the URL of the website and whether they would recommend trusting it or trashing it. Tell students that you made sure they were only looking at good quality sites so they would learn where they can go if they or their friends need more information. Have students then return to their original seats and facilitate a discussion by asking:

- What was it like to do that?
- What was (insert student responses) about it?
- How did you figure out "who said it" on each of your websites? What did that information tell you about the accuracy of your site?
- Who was able to find out "when they said it" and what did that tell you about the accuracy of your site?
- What were you able to find about the organizations that created these websites and what did that tell you about "how did they know" for the content of each site?
- Ask whether they would recommend their site to a friend. Why or why not?

As you process, ask for one or two groups to present their website. Be sure to put this website up on the screen in front of the room so students can see and refer to it. (20 minutes)

STEP 5: In closing, explain that there is a lot of information on the internet that is reliable and accurate and a lot that is not. Taking the time to look at what and who are behind the information you look for will help ensure you are getting what you need to make healthy decisions. Distribute copies of the handout "Accurate and Reliable Sexual Health Resources for Teens" and close lesson. (3 minutes)

Trust It or Trash It: Finding Accurate Sex Ed Info

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first learning objective will be accomplished in the teacher-lead review of the Trust It or Trash It model and practiced during the review of the sexual health website. The final learning objective will be accomplished by both the review of the sexual health website, the class discussion that follows and the distribution of the resource handout.

HOMEWORK:

None.

Trust It or Trash It? Worksheet #1

Website: www.advocatesforyouth.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #2

Website: www.sexetc.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #3

Website: www.scarleteen.com

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #4

Website: www.kidshealth.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #5

Website: www.plannedparenthood.org/teens

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #6

Website: <https://youthresourceafy.tumblr.com>, then click on "Health Topics"

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #7

Website: www.factsaboutcondoms.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #8

Website: www.itsyoursexlife.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Accurate and Reliable Sexual Health Resources for Teens

WEBSITES:

www.sexetc.org	Sexual health information written by teens, for teens
www.scarleteen.com	Sexual health information on a wide range of topics
youthresourceafy.tumblr.com	Sexual health information for gay, lesbian and bisexual teens
www.factsaboutcondoms.org	Information about preventing STDs and safeguarding sexual health
www.plannedparenthood.org	Information to find Planned Parenthood in your community
www.itsyoursexlife.org	Sexual health information including birth control and STDs
www.thetrevorproject.org	Crisis intervention and suicide prevention for LGBTQ youth.

HOTLINES:

1-800-230-PLAN	Locate the nearest Planned Parenthood health center
1-800-656-HOPE	Rape, Abuse and Incest National Network
1-866-488-7386	The Trevor Project
1-800-342-2437	National HIV/AIDS Hotline
1-800-227-8922	National Sexually Transmitted Infection Hotline
1-800-662-HELP	National Drug and Alcohol Treatment Hotline
1-800-HIT-HOME	National Youth Crisis Hotline
1-800-877-6736	Independent Adoption Center

How Do You See Me?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade students will be able to:

PD.12.INF.1 – Analyze how friends, family, media, society, and culture can influence self-concept and body image.

TARGET GRADE: Grade 11
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Flipchart sheets (prepared as indicated)
- Flipchart markers - one per student
- Making tape
- Whiteboard and dry erase markers
- Pens or pencils in case students do not have their own
- Extra sheets of 8 ½ x 11 paper in case students do not have a notebook with them

ADVANCE PREPARATION FOR LESSON:

- Prepare sheets of flipchart paper with one of the following headings on each:
 - Blonde-haired, blue-eyed cheerleader
 - Teen dressed in tight, revealing clothing
 - Teen dressed in traditional Muslim clothing
 - Teen wearing baggy clothes, earrings, sunglasses
 - Captain of the basketball team
 - Overweight teen with multiple piercings and tattoos
 - Quiet teen with plain clothing who is a really good student
- Before students arrive, post the flipchart sheets around the room with the bottom half of each folded in half taped up over the headers so they are not revealed.

Note to the Teacher: *This lesson can yield very rich, at times intense, discussions. This is part of the activity and can be quite powerful. Try to tolerate the intensity of the discussions as they come up, while paying attention to the students who may be quieter during the activity.*

LEARNING OBJECTIVES:

By the end of this lesson students will be able to:

1. Describe at least two preconceived notions about particular categories of students. [Knowledge, Affect]
2. Describe at least two similarities between negative self-image and sexual decision-making. [Knowledge]
3. Write at least one positive, affirming message for students who may be feeling poorly about who they are. [Skill, Affect]

A NOTE ABOUT LANGUAGE:

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How Do You See Me?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

PROCEDURE:

STEP 1: Say, “Try to picture your day today thus far. You got to school by walking, or maybe you took a train or a bus, or got a ride from someone. You passed all sorts of people on your way; some of whom you didn’t know, some of whom you did. Try to picture the people you passed this morning. Try to picture the students you saw when you first got to school. How were they dressed? What did they look like? If you can remember, how did you react in your head when you saw them?”

It’s natural to make assumptions about people based on what we see. Sometimes our assumptions will be accurate and sometimes they won’t be. Sometimes assumptions help us learn things about other people, and sometimes they sell those people short.”

Go over to one of the flipchart sheets and say, “Around the room are descriptions of different students that may be at school.” Take down the folded up half of the sheet to reveal one of the categories. Say, “Each student will get a marker. I’m going to ask you to think about the student described on each sheet. What do you think other people say about each of these students? Think of an example or two. Then use a marker and write those down on the flipchart sheet. Just be sure to write small as other students will need to add their own ideas after yours.”

Say, “Some of the things you might imagine people would say about each of these students may not be particularly respectful – for the purposes of this activity, I’m going to ask you to write it anyway, even though we have groundrules about only using respectful language in class.”

Tell students that the only groundrule they have for this lesson is that they may not speak while they go around the room and write the characteristics. Answer any questions. Next ask students to come up and get a marker. As they do that, walk over to the remaining flipchart sheets and unfold them, revealing the headers on each sheet. As students get started, remind them that they need to do the activity in silence.

***Note to the Teacher:** Depending upon what’s generated on the lists, some students may react audibly – they might laugh, say something, or gasp. When that happens, gently remind them to try to stay quiet as they do the work.*

Give students about 5 minutes in which to move around the room and complete their brainstorming. (9 minutes)

STEP 2: After about 5 minutes, ask students to stop where they are, return their markers to you, and return to their seats. Going around the room, ask for volunteers to read what is on each sheet. Once you have gone through all the sheets ask, “What was it like to do that, to create the lists, and then hear them read aloud? What was [add in student responses, e.g. interesting] about it?”

***Note to the Teacher:** Responses to the activity can range from apathy, to sympathy, to empathy, regarding what is actually represented on the sheets.*

Ask, “What do you notice about what is up on the lists?”

Go around the room and reflect on what has been written down. A good deal of discussion will happen at this point. Once it has come to a lull, move to the next question.

How Do You See Me?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Say, "Please don't answer this next question aloud, just think about it in your own heads. Look around the room again at the headings. As you re-read them, ask yourself, what gender did you assume each of these people to be? How did you come to that assumption? What about race or ethnicity? What did you assume? Why?" (17 minutes)

STEP 3: Ask, "Where do we get these messages from – the idea that a person who is described in this way [indicate a header] is thought to be this way [indicated the brainstormed list]?" Probe for: The media, family, other friends, etc.

Ask, "Do you think there is pressure to fit into any of these categories? Which ones? Why or why not?"

Ask, "When you read these lists, what do you see that has to do with sexuality?" After a few responses ask, "How could these have an impact on a person's sexual decision-making?" [A person who doesn't feel good about themselves or their appearance may have sex before they want to, or with someone they shouldn't in order to feel better. Someone who does not feel important may be so grateful to have someone interested in them that they might not practice safer sex. Someone who has such an inflated sense of their own importance may feel that they are entitled to sex, etc.]

Ask, "If someone were here right now who represented someone on one of these sheets, how do you think they would feel reading all these?" [Responses will depend on what is generated on each list, but there tends to be more negative reactions than positive]. (9 minutes)

STEP 4: Ask students to take out a sheet of paper and something to write with. Say, "I'd like you to imagine these students are in the room right now. What would you want to say to them? You may wish to just keep one or two of them in mind. Don't put your name on the paper, but write down what you'd say. What would you want to hear if any of these were you? I'll give you about three minutes to write something down."

After about 3 minutes, collect what the students wrote, mix them up, and then redistribute them to the class. Go around the room and ask each student to read aloud what is on their sheet, not disclosing whether they coincidentally received their own. (7 minutes)

STEP 5: Once everyone has gone, ask students, "What did you hear conveyed in the sentiments shared? What are we hoping to communicate to students who are made to feel a certain way because of how they look or what they do?" [Answers will depend on individual student responses].

Say, "By the time students are your age, they've gotten a lot of messages about how they are supposed to look and behave; about what they're supposed to be interested in, and whether and how to express themselves. Some of these messages are positive and empowering, and will serve you all well throughout your lives. Others, however, are limiting and will make you question yourself.

Try to remember, always, that you have the right to express yourselves in ways that resonate with who you are –no one else has the right to judge you for how you present yourself or whether or how you choose to be in a relationship. No matter your appearance, your grades, your gender, your sexual orientation, your body size, etc. you are ALL worthy of love. Each of you is special for exactly who you are." (8 minutes)

How Do You See Me?

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

This lesson is primarily an affective lesson; as a result the lesson as a whole fulfills all of the learning objectives. Teachers will have to assess impact during the class session.

HOMEWORK:

None.

This lesson is based on an activity attributed to Konnie McCaffree, PhD.

My Boundaries

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.IC.2 – Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

HR.12.SM.1 – Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

TARGET GRADE: Grade 11
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Handout: "My Boundaries" – one per student
- Three signs: "Describes Me Completely," "Describes Me Somewhat," "Does Not Describe Me At All" – each of which should be on a different color paper
- Masking tape
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON:

Post the three signs in three different locations in the classroom with enough room near each so that students can stand nearby.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define what a boundary is. [Knowledge]
2. Explain at least two examples of types of boundaries. [Knowledge]
3. Clarify what their own boundaries are in relation to physical touch. [Affect]
4. Demonstrate an understanding for the need to communicate about boundaries in a romantic or sexual relationship. [Knowledge]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Start class by saying, "Today we're going to talk about the topic of boundaries. Let's start by defining that – what is a boundary?" Write some of the student responses on the board. Sample responses might include, "Something that blocks something else from happening," "a border," "a fence," etc.

Say, "A boundary is a physical or psychological limit that's set up to show how far something goes. There are all kinds of boundaries (write the types on the board as you go through them):

- **Environmental** boundaries include a country's or state's borders. They can also refer to restricted areas of a building. For instance, here at school we have the Teachers' Lounge, or the office.
- **Process** boundaries refer to the parameters around how things happen. These include starting and ending class and school on

My Boundaries

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

time, getting to a doctor's appointment on time, or doing homework before watching a movie, etc.

- **Physical boundaries** include not only whether you have any kind of physical contact with another person, but how much. For example, you may be okay shaking hands with a particular person, but don't want to hug them. You may love to hug, but end up hugging someone who hates to be hugged. You may not be interested in having sex with someone, but you might be okay doing other sexual things with that person.
- **Personal boundaries** refer to how much you share of your personal life. What do you keep private? What do you tell other people?"

Say, "Today, we're going to be focusing on our physical and personal boundaries – what we're comfortable with, and what to do if we're with someone whose boundaries are different from ours." (6 minutes)

STEP 2: Distribute the worksheet, "My Boundaries," and ask students NOT to write their names at the top. Tell them that the sheet asks a number of hypothetical "what would you do" questions for which they are supposed to answer honestly. Tell them they will have about eight minutes to do this, and that when they're done, to please turn the worksheet face down. Remind them again that they should NOT write their names on their worksheets, as you will be discussing the responses in a way that keeps their identity confidential. (10 minutes)

STEP 3: After about 8 minutes, collect the sheets, keeping them face down. Mix them up. Then say, "I am going to redistribute the worksheets now. This way you will be representing someone else's answers honestly, but not your own. Most of you will not get the same worksheet you wrote on. If you do, please don't say anything! We want to keep this confidential." Distribute the worksheets. Point to the signs around the room and say, "We are now going to go through the answers. I am going to read each statement, and you are going to stand beneath the sign that represents what is on your worksheet, not your own opinion. Even though the two may be the same, please don't share if they are. Please also don't share if you disagree with that statement."

Begin reading through each of the statements. Once students are in place, ask them to look around the room and notice how many people are standing beneath which sign.

Once you have gone through all the statements, ask students to hold on to the worksheets they have and return to their seats. Process by asking the following questions:

- Thinking about both the experience of completing the worksheet individually, and then standing under the signs of someone else's worksheet – what was it like to do that? What was (student responses, e.g. interesting) about it?
- What did you notice about where people stood? Did you notice that there was a lot of agreement, or was there more variety regarding how people in this class feel about these boundaries?

Say, "Recognizing your own boundaries is one thing, but to make certain that you have consent, it's equally important to know what your partner's boundaries are, and that takes communication. What if you have different boundaries? Let's look at that now."

My Boundaries

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Divide students into pairs. Ask them to use the worksheets they have to talk about how similar and how different these two people's boundaries are. Ask them to discuss what they think they should do in situations where there is complete disagreement. For example, if one person has "describes me completely" and the other person has "does not describe me at all," as well as what to do if either or both selected "describes me somewhat."

Note to the Teacher: *While it is possible for two people to get worksheets with the exact same responses, it is not likely to happen.* (16 minutes)

STEP 4: After about 8 minutes, ask students to stop their paired discussions. Ask for volunteers to give examples of statements where the two people are at opposite ends of the spectrum. Once they've read the statement aloud, have them share what they discussed. Ask other students what their reaction is to what they heard.

For example: Say one person says they don't mind being hugged from behind, and one person does not like it at all. What does each partner need to do about that? Probe for the fact that the person who does not like to be hugged from behind needs to tell their partner so that this doesn't happen to them – and so the partner knows. Then the partner needs to respect that boundary and not do it once they've been told.

Continue to discuss the examples, including those in which one or both partner said the statement described them "somewhat." Talk about the concerns of there being some wiggle room and how this can confuse either partner.

Ask, "What does getting consent mean?" Take a few responses and say, "If you haven't communicated about what you each feel comfortable doing, sometimes even if you have, you need to ask for consent each and every time. Silence does not mean yes. Only yes means yes." (13 minutes)

STEP 5: Ask, "Think about what everyone just shared – what themes did you hear? When you're in a relationship with someone, what are your rights and responsibilities when it comes to your boundaries and theirs?" Record responses on the board. If the following aren't shared, be sure to add them:

- **Be clear!** Your partner can't read your mind. If a boundary is important to you, speak up.
- **Don't push.** People can have all sorts of reasons for maintaining a physical boundary in a relationship. It could be as simple as they just don't like doing something to something. Alternatively, it could be more intense as they were sexually assaulted and that behavior triggers them to remember the assault.
- **Always ask for consent.** An absolute yes and an absolute no are usually easier to understand than a "sometimes." If you or your partner are sometimes okay doing something, and sometimes not okay, how will you be able to tell when that is? Only by asking.

Say, "Relationships of all kinds – family relationships, friendships, ect. – require good communication. However, when it comes to intimate and sexual relationships, communication is even more important. Although we all communicate in different ways, it's important to communicate before, during, and after a sexual encounter." (5 minutes)

My Boundaries

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The setup of the lesson will achieve the first and second learning objectives. The “My Boundaries” activity will achieve the third learning objective. The full-class process and paired discussions will fulfill the fourth learning objective.

HOMEWORK:

None.

Worksheet: My Boundaries

INSTRUCTIONS: Please indicate whether you agree or disagree with the following statements by circling the appropriate response below. Please do NOT put your name on this worksheet!

1. If I'm in a relationship with someone, I want to hold hands and walk with our arms around each other to show people we're together.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

2. When I'm watching tv with my partner, I want my own space – I don't want us to snuggle or lean on each other.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

3. When I see someone I know, I'll greet them physically in some way – a hug, handshake, punch on the arm, etc.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

4. I don't like it when someone hugs me from behind.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

5. I think having some form of sex is what makes a relationship a relationship.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

6. I think if one person really wants to try something new sexually, the other person should at least be willing to try it once.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

7. I enjoy play wrestling with a partner.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

8. I think that if you're in a relationship with someone you kind of "belong" to each other. I should be able to touch them, and they should be able to touch me – whenever – and wherever – we want.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

**Describes Me
Completely**

**Describes Me
Somewhat**

**Does Not
Describe Me
At All**

Is It Abuse If...?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PS.12.CC.1 – Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.

PS.12.IC.2 – Identify ways in which they could respond when someone else is being bullied or harassed.

HR.12.IC.1 – Demonstrate effective strategies to avoid or end an unhealthy relationship.

TARGET GRADE: Grade 11
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Laptop or desktop computer and internet connection
- LCD projector and screen
- Speakers to project sound from video
- Five sheets of newsprint paper
- Five markers
- Extra pencils in case students don't have their own
- Masking tape
- Worksheet: "Is It Abuse If...?" – one per student

ADVANCE PREPARATION FOR LESSON:

- Either download the video, "The Signs," from <https://vimeo.com/85676862>, or ask your IT person to make sure that URL is unblocked for use in class.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least two characteristics of five different types of relationship abuse. [Knowledge]
2. Explain what, in their own opinion, does and does not constitute relationship abuse. [Knowledge, Affect]
3. Name one online and one hotline resource teens can use to get help if they or someone they know is in an abusive relationship. [Knowledge]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Say, "There are a lot of myths out there about sexuality and relationships – particularly as it relates to teens. One myth is that relationship abuse doesn't happen in teen relationships. That's what we're going to talk about today. Actually, statistics show that relationship abuse of all kinds is as prevalent in teen relationships as it is in adult relationships. Often, people can't always tell whether their relationship is abusive or whether they're just going through a rough time with a partner. We're going to figure that out today, along with what to do when you realize you're in an unhealthy or abusive relationship."

Say, "There are a number of different categories of relationship abuse: Physical, Emotional, Psychological, Sexual and Financial." As you name these, write them on the board. "Physical abuse is exactly what it sounds like – hurting someone physically in some way. Emotional abuse is making someone feel bad about themselves by taking away

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their sense of self or self-esteem. Psychological abuse is using threats or intimidation to frighten someone or make them feel like they're losing touch with reality. Sexual abuse is similar to physical abuse, although the abuse is sexual in nature. Finally, financial abuse is when the finances in a relationship – or a person's potential to earn or have money – are controlled by one person. Let's explore what each of these mean." (5 minutes)

STEP 2: Count the class off by fives and assign each group one type of abuse. Give each group a blank sheet of flipchart paper and a marker. Say, "Given the definitions I just shared, please work in your groups to come up with some specific behaviors that would occur under your category. For example, under the physical abuse category would be 'hitting.' Each group will come up with their own unique lists, but there may be some overlap from time to time." Answer any questions and tell the class they have about five minutes in which to complete their brainstorming. (8 minutes)

STEP 3: Stop the groups after about 5 minutes. Ask each group to present what they came up with. Do this by asking one group to contribute one or two of their answers, then go to the next group and ask them to do the same. Continue around the room until all ideas are shared.

Sample responses should include:

PHYSICAL

- Hitting
- Kicking
- Slapping
- Punching
- Pinching
- Restraining
- Choking
- Blocking their way

EMOTIONAL

- Criticizing the person's appearance or intelligence
- Telling the person that no one else would ever want to be with them
- Flirting with other people in front of the person
- Using what they know makes the other person feel vulnerable in an attempt to make them feel worse
- Sharing sexy photos of the other person without their consent

PSYCHOLOGICAL

- Threatening to hurt the other person
- Threatening to hurt people they know or care about (or pets)
- Texting nonstop and expecting the other person to text back by a certain time
- Threatening to hurt yourself if the other person doesn't do what you want
- Spreading rumors about the person

Is It Abuse If...?

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SEXUAL

Rape

Forcing the other person to do anything sexual they don't want to do

Making the other person watch porn

Sharing sexy photos of the other person without their consent

Refusing to practice safer sex

FINANCIAL

Controlling the money in the relationship

Stealing from the other person

Telling the other person they need to spend time with you instead of going to work

Keeping the other person from going to or finishing school, which limits their ability to earn money

As you go through the lists, ask other groups if they have anything they would add. Ask students what they notice about the lists. Say, "It can be relatively easy to come up with a list of behaviors – especially when we're not in the relationship in the moment. However, sometimes abusive situations aren't so clear." (14 minutes)

STEP 4: Ask students to return to their original seats. Distribute the worksheet, "Is It Abuse If...?" Tell students to read each statement and decide whether they think what is described is abusive, and to indicate their decision by circling the response on the sheet. Tell them they have about 5 minutes in which to do this.

Once everyone has finished, divide the class into groups of four. Instruct students to go through each scenario and discuss their answers. Tell them they can change their answers if they wish. Allow for about 10 minutes for their small group discussions.

Start processing the activity by asking, "What was it like to do that? What was [fill in students' responses] about it?"

Ask students whether they found any of the statements particularly easy to discuss and/or agreed on and why. Then ask them to talk about some that were more challenging to discuss and/or disagreed on and why.

Point out that the gender(s) of the partners were not revealed in the examples. What did you picture in these relationships? Who was an abuser? Who was being abused? Would your responses have changed based on whether the characters were one gender or another? (17 minutes).

STEP 5: Show the video, "The Signs," from <https://vimeo.com/85676862>, stopping it at 3:17 so the students can read the list of signs and have the hotline number in front of them.

Say, "If you or someone you know were in a relationship like any of these, what would you do or advise them to do?" In most cases, students will say, "Dump the other person," or "ask someone for help." Ask students for examples of people to whom a young person in an unhealthy or abusive relationship can go for help, probing for parent(s)/caregiver(s), teachers, coaches, friend's parent/caregiver, etc.

Is It Abuse If...?

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Say, “Sometimes, people don’t feel they can talk with someone face-to-face. They may feel ashamed of having been in an abusive relationship. Depending on the gender or genders of the people involved in the relationship, the person being abused may be even less likely to disclose that they had been abused and to seek help. So, an anonymous website or hotline can encourage people to be more honest and get the help they need. The one you see on the screen is one example of a hotline that can help. You can also use the National Teen Dating Abuse Hotline at 1-866-331-9474 and www.loveisrespect.org.” (Write these on the board). Answer any questions. Let students know that you and the school counselor are available to talk if they have any questions they’d prefer to ask one-on-one. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Defining and categorizing the types of relationship abuse will achieve the first learning objective. The “Is It Abuse If...?” activity will accomplish the second learning objective. The teacher sharing the “Love is Respect” contact information at the end will accomplish the third objective.

HOMEWORK:

None.

Note: The activity, “Is It Abuse If...?” was created by Elizabeth Schroeder, EdD, MSW, and then subsequently published in the American Journal of Sexuality Education in 2005. This is an adaptation of that activity.

Worksheet: Is It Abuse If...?

1. ... a couple is arguing and when one partner begins to freak out the other gives them a light slap to calm them down?

YES

NO

Comments:

2. ... a person walks their partner to school every morning, meets them for lunch every day, and picks them up at the end of each afternoon?

YES

NO

Comments:

3. ... every time a same-sex couple argues, one of the partners threatens to “out” the other to their family?

YES

NO

Comments:

4. ... an 18-year-old has sex with a 14-year-old?

YES

NO

Comments:

5. ... a couple starts “play-fighting” and they wrestle around on the floor resulting in bruises on one of their arms?

YES

NO

Comments:

6. ... one partner says they want to have sex. Their partner says they’re not ready, but after talking about it, gives in and has sex anyway, even though they really don’t want to?

YES

NO

Comments:

7. ... someone expects to be able to check their partner’s cell phone/texts anytime they wish?

YES

NO

Comments:

Wanted: Qualified Parent

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.DM.2 – Assess the skills and resources needed to become a parent.

TARGET GRADE: Grade 11
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Handout: “Adoptive Parent Applicants” – one per student
- Handout: “Resources for Young Families” (for the teacher to develop) – one per student
- Extra sheets of scrap paper, in case students didn't bring their notebooks
- White board and dry erase markers
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON:

- Research and create a brief handout for the class to take away listing local resources for young families. This could include services in your own school, local non-profits, or through your local department of health or social/human services. A number of states have state-wide teen pregnancy/young family support organizations that can connect you to more local resources. To see if there is one close to you, go to <http://www.advocatesforyouth.org/state-organization-contacts>.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least three characteristics of a good parent. [Knowledge]
2. Name at least one local resource a young parent can go to for resources and support. [Knowledge]

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PROCEDURE:

STEP 1: Ask students whether any of them have ever seen a “want” ad for a job, either in a newspaper or online. Ask, “Has anyone ever seen a “want” ad for a parent?” Most students will laugh or simply say no.

Divide the class into small groups of three. Make sure each group has a piece of paper and something to write with. If they do not, provide from the scrap paper and extra pencils you brought. Ask students to decide who is going to be the writer in the group.

Say, “So, today we are going to create a “want” ad for a parent. Usually, want ads list the qualities the company needs for the position they're advertising for. We're going to do the same with a parent.”

Instruct students to talk about and write down a list of the characteristics they think makes someone a good parent. Tell them that they will have five minutes in which to brainstorm their list. (7 minutes)

Wanted: Qualified Parent

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STEP 2: After about five minutes, ask everyone to stop. Ask groups one at a time to share one of the characteristics on their sheets and record their responses on the whiteboard. Instruct other groups to cross off the characteristics from their sheets if another group shares it to avoid repetition.

Although the brainstorm list you will have will be different each time, sample responses tend to include:

- Loving
- Caring
- Patient
- Fun
- Has a home/place to live
- Has a good job
- Has money

When the list has been completed, do not comment on it at this point, except to thank everyone for their participation; do not add any characteristics yourself. (12 minutes)

STEP 3: Ask students to remain in their small groups. Say, "I'm going to ask you all to pretend you work at an adoption agency. You have a new baby, and your job is to place this baby for adoption. You have several applicants who are interested in adopting the baby." Distribute the Adoptive Parent Applicant sheets. Ask for individual students to volunteer to read aloud each of the applicant profiles.

Then tell them that, although they should remain in their groups, they will now have about five minutes in which to review the applicants again, and decide for themselves who they think would make the ideal parents and why. Who do they think is the most qualified? Who would be their two backup options if their #1 candidate(s) fall through? And so on.

After about five minutes, ask everyone to stop. Then ask them to discuss their thinking in their small groups and why they felt that way. Tell them their goal is to reach agreement on the priority order of their top three candidates. Tell them they will have another five minutes in which to discuss and try to reach consensus. As the small groups are discussing, write the names of the applicants up on the board. (8 minutes)

STEP 4: After about five minutes, stop the small group discussions. Ask the small groups to share who their number one candidates were and who their number two candidates were. Record these on the board next to the candidate names.

Ask, "What was it like to do that? What was [insert students' responses] about it?"

Ask students what they notice about the rankings on the board (there may be a lot of agreement, a lot of disagreement, or a mix of both). Ask, "How did you decide on your number one applicant? What made you determine that they were the most qualified? How did you decide who the next two backups would be?"

Wanted: Qualified Parent

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Facilitate a discussion with students, which generates some agreement and some disagreement.

***Note to the Teacher:** You are listening for reasons and feedback that are both consistent with, and different from, what they listed on the board as important characteristics for parents. This speaks to the visceral nature behind what people often feel makes someone a good or a bad parent.*

As you discuss the applicants, point out any biases you notice relating to gender (for example, a man who applies) or sexual orientation. In addition, students will often say that teen candidates are not prepared solely because they are teens. If students have not mentioned age on the board as an important characteristic for a parent, point that out. If they did mention age, ask, "What if someone were a teenager, but had all the other characteristics on your list? Could they still be a strong parent?"

Ask, "So, say a teen does become a parent. What can they and their partner do in order to stay in school and also be the best parent they can be? All parents need help. Where to you think young parents can get this help? To whom should they turn?"

Responses may include: from their own parents or other adult caregivers, from other family members, from friends who are young parents, from faith communities, from community-based organizations, and so on.

Say, "No matter how old you are, if you choose to become a parent, it is a HUGE responsibility and a ton of work. It can be a wonderfully rewarding experience – but, people of all ages do better when they have some support in their lives. If there are people your age who are pregnant or who have become parents, they may want to know about these resources." (20 minutes)

STEP 5: Distribute the handout listing local resources for young parents. Ask students whether they have heard of any of them, and if so, what they have heard. Invite students to take these handouts with them and share them with friends as they see fit. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The entire class session will achieve the first learning objective. If teachers create and distribute a brief local resource sheet, they will achieve the second objective.

HOMEWORK:

None.

Adoptive Parent Applicants

1. Will is 33 years old and owns a very successful local bar in town. He lives alone in a one-bedroom apartment he has owned for a few years. He works most nights from 5pm – 1am, and every other weekend. He goes to school part-time to become a chef and dreams of opening a restaurant. Will loves kids and has been a Big Brother through a local volunteer agency several times.

2. Amy is 23. She got married very early and it didn't work out, so after a year together they divorced. She works at the front desk of a health club in town and spends most of her non-work time exercising. She lives alone in a small, one-room apartment and although she dates, she is very lonely. She says that every time she walks by someone with a child on the street, she can't wait to have a daughter of her own; to do things together, share clothes, and talk. She and her mom are best friends and do a lot together, and she really wants to do that for someone else. Her mom is on board and already said she'll help out.

3. Sasha and Ben are seniors who met in middle school. They have been together ever since, and are in love. Sasha works part time at the mall and Ben has received a full scholarship to go to a local state college next year. They love to babysit Ben's baby brother who is two. They also like hanging out with friends and going to the movies. There's nothing they want more than to become parents together and they want to do it now while they have a lot of energy. They are very close with their families and think both their parents and their grandparents would help out with the baby.

4. Chris is 47 and Kiara is 39. They have both been working as lawyers since they graduated from Ivy League colleges and law schools. They both specialize in international law and are out of the country at least once a month. They have two children already and an excellent nanny who takes care of the children, brings them to school, tutors the children in their schoolwork, and even attends their back-to-school night and parent-teacher conferences. Chris and Kiara think parenting is a breeze and would love to have a third child. They're just rarely in the same place at the same time, Kiara would not want to be pregnant again, and so they think adopting would be better.

5. Jaymie and V. are in their early 30s. Jaymie is a college professor and V. is an investment banker. They have lived in their community for about a year and are very involved in LGBTQ issues and rights such as equal housing and having a commemoration of pride in June. They live in a small house in the suburbs, right near the college where Jaymie teaches, and it is an easy commute to the city for V. They are both socially minded in general – Jaymie was arrested several times in their former city during various protests and demonstrations – and want to pass that desire for social justice on to a child. They love to travel and look forward to traveling as a family someday.

6. DeShawn and Rachelle are both in their mid-20s. Rachelle is a bus driver and DeShawn is an accountant. Together they earn a good income. Rachelle went through an anger management class a number of years ago and has been doing really great ever since. They are newly married but have been together since high school. They found out that they both have issues with fertility and are unable to have a child biologically so they are very eager to adopt.

Gender and Sexual Orientation: Understanding the Difference

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

ID.12.CC.1 – Differentiate between biological sex, sexual orientation, and gender identity and expression.

ID.12.INF.1 – Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.

TARGET GRADE: Grade 11
Lesson 5

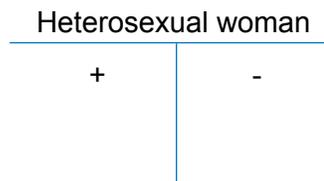
TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers (have several different colors)
- Flipchart sheets prepared as described
- Flipchart markers (at least 6 of different colors)
- Masking tape
- Two greeting cards for parents of a new baby as described in “advance preparation”

ADVANCE PREPARATION FOR LESSON:

- Purchase two greeting cards that would be given to someone who just had a baby, one that would stereotypically be given to a parent of a baby boy, and one that would stereotypically be given to a parent of a baby girl. If you can find the same or a similar version of the cards for the genders, that's ideal; otherwise, two that are clearly gendered as “male” and “female” will work.
- Prepare six flipchart sheets with one gender and sexual orientation listed at the top (Heterosexual Woman, Heterosexual Man, Lesbian, Gay Man, Bisexual Woman, and Bisexual Man). These headers should each be underlined, with another line drawn down the middle. In the top left half of the sheet should be a plus sign, and in the top right, a minus sign. A sample would be this:



- Before students arrive, post these sheets around the room, with the bottom halves folded up to the top and taped to hide the headers on each.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define sexual orientation, biological sex, gender and gender identity. [Knowledge]
2. Name at least two positive and two negative things about being a particular gender and sexual orientation. [Knowledge]
3. Describe at least three sources of messages about gender and sexual orientation. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman.

Gender and Sexual Orientation: Understanding the Difference

*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Greet the class by saying, “I wonder whether you all could help me. A friend of mine just had a baby, and I went to the store to get a congratulations card and narrowed it down to two, but I can’t decide on which to send. What do you think?”

Hold up the two greeting cards to the class. Someone will ask right off that bat, “Is it a boy or a girl?”

Say, “Good question! That’s the same question that’s asked when a baby is born so they can announce the baby’s biological sex. Now, where do we look to answer that question, at the baby’s nose?” The class will likely laugh and say that we look between the baby’s legs. On the board write a vertical line. Write the word penis at the top left. As you write, say, “In most cases, we will see a penis or we will see a vulva.” Write “vulva” on the right side of the vertical line next to “penis.”

Say, “But this isn’t what makes us who we are. There are also our chromosomes. If we have a penis, chances are our chromosomes will be ‘XY.’” Write “XY” beneath “penis.” Say, “If we have a vulva, chances are our chromosomes are ‘XX.’” Write “XX” beneath “vulva.”

Say, “But this isn’t all, either. There’s also how we play our part in reproduction – if we have a penis and XY chromosomes, we usually have ‘testes.’” (Write “testes” beneath “penis” and “XY”). “If we have a vulva and XX chromosomes, we usually have ‘ovaries.’” (Write “ovaries” beneath vulva and XX). “Testes is where sperm and testosterone are made, and ovaries are where eggs and estrogen are made.”

Note to the Teacher: *The lists should look like this when done:*

<i>Penis</i>	<i>Vulva</i>
<i>XY</i>	<i>XX</i>
<i>testes</i>	<i>ovaries</i>

Say, “If we have all three in this left column, the announcement is usually ‘it’s a boy!’ and if we have all three in the right-hand column, we’ll hear, ‘it’s a girl!’”

Explain to the class that in some cases, something happens to make one of these categories different – someone might have XYY chromosomes, or they might have a vulva on the outside but no uterus on the inside. Explain that there are many different variations – and that when they occur, the baby is known to have a “Difference of Sex Development.” A really old term for this that’s not used anymore is “hermaphrodite;” you might also hear “intersex.”

Ask students which card they would give to the new baby if the announcement were “it’s a boy” vs. “it’s a girl” and why. After a few answers, say, “Everything I just shared with you up here has to do with our biology – our biological sex.” (Write “biological sex” on the

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A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

board). “How we respond to that biology – like what kinds of cards we send, or what kinds of clothes we wear or toys we have children play with – all has to do with gender.” (Write “gender” on the board.)

Say, “In most cases, babies are born with one of the two scenarios I just described, and are called either ‘boys’ or ‘girls.’ In most cases, as a child starts to grow up, this biology matches how they feel on the inside. A person will look in the mirror and see a penis and testicles or breasts and a vulva and feel on the inside, ‘I’m male’ or ‘I’m female.’ When what someone is called at birth matches how they feel on the inside, that person is called ‘cisgender.’

Sometimes, however, what a person sees in the mirror doesn’t match how they feel on the inside. They might see a penis and testicles and think, ‘but I’m not a boy.’ That person may call themselves ‘transgender,’ or simply, “female’ if that is how they feel.

However we feel on the inside – whether it matches our bodies or not – is our gender identity. [Write “gender identity” on the board.] And as you’re going to see in a minute, our identity is more powerful than our physical bodies or what we do with those bodies.”

Some of these terms are connected to – although different from – sexual orientation. [Write “sexual orientation” on the board].

Note to the Teacher: *When you are done, here are the terms that should be listed on the board – biological sex, gender, gender identity and sexual orientation.*

Say, “Sexual orientation has to do with the gender or genders of the people to whom we are attracted, both physically and romantically. This is different from our sense of what our gender is. We all have both a gender identity and a sexual orientation.

For example, a person whose biology at birth was characterized as “female” and who also feels female on the inside [write a woman symbol on the board] who is attracted only to people whose biology at birth was characterized as “male” and who also feel male on the inside [write a man symbol on the board, followed by an equal sign] will likely identify as heterosexual. If she does, the fact that she identifies as a woman [circle the woman symbol] and that the partners she’s attracted to identify as men [circle the man symbol] – these are their gender identities. The fact that they’re attracted to each other [circle heterosexual in a different color] is their sexual orientation.” (10 minutes)

Note to the Teacher: *This is what the board should like for this section –written near the list of terms from the previous section.*



STEP 2: Say, “There’s a lot of factual information about people of all different genders and sexual orientations – and there’s also a lot of misinformation. Let’s do an activity now to look at what we know and where this information has come from.”

Indicate the sheets around the room. Say, “Each of these sheets has the name of a gender and sexual orientation. This is not a complete list, but they are some of the most

Gender and Sexual Orientation: Understanding the Difference

*A Lesson Plan from Rights, Respect,
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common categories we hear about.” Take down one of the folded halves of a flipchart sheet to reveal what is listed there.

Say, “Beneath each name will be a plus side and a negative side. I am going to ask you to think about what you perceive to be the positives relating to being this person, and what you perceive to be the negatives or challenges.

Please keep in mind that only one of these sheets may apply to you – so you’re going to have to rely on your perceptions and beliefs. You’re going to work in small groups, and you’re going to get to visit each of the sheets. Please don’t worry with agreeing about what someone in your group says – and you may also hear or generate some stereotypes; for the purposes of this activity, that’s fine! Put it all up on the flipchart sheet. Please just remember that others will need to write after you, so be sure to write small enough for others to add their thoughts, too.”

Answer any questions about the activity. Divide the class into six groups, handing each group a different color marker. Assign each group to stand by one of the flipchart sheets. Tell them they will have about 2 minutes at each sheet, but to please not move until you have called time and instructed them to move. Instruct them to read what has been written before they arrived at each sheet to avoid duplication. Tell them they can get started and call time every two minutes having groups rotate to the next newsprint. (16 minutes)

STEP 3: Once all of the groups have visited all the sheets, ask a member of each group to bring the sheets to the front of the room and tape them to the front board. Ask everyone to return to their seats. Once the sheets have all been posted, ask students to comment on what they notice about what’s on the sheets.

Note to the Teacher: *What appears is different each time you conduct this activity. Comment on whether there is anything clearly noticeable – such as each sheet has what looks like an equal number of positives as negatives; sheets on which there are very few or no positives or negatives, and so on.*

Go through the sheets, asking for volunteers to help you read through them. Because this is a brainstorming activity and you told the students it would be okay to share stereotypical information, make sure all are read – but be sure to correct any misinformation. (For example, it is common for a negative on the lesbian sheet to be “can’t have children.” Were that to come up, ask, “Is this true?” Have the class help you clear up these myths with you). (18 minutes)

Note: although each class will generate different responses, here is an example of what the sheets might look like:

Gay Man	
+	-
Has nice clothes	Being harassed/hurt
Is always happy	Harder to find a partner
Gets double the wardrobe	HIV
No pregnancy risk with partner	Can’t adopt children
	Can’t donate blood

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If this were the sample, you'd go through each of the responses and whether they are true or false, as well as how the students have learned what they did. For example, "Do all gay men have nice clothes? Where do we get that impression from? What makes someone think that gay men are always happy?" Similarly, "Where does the impression come from that it is harder for a gay man to find a partner?" and "Is HIV only an issue for gay men?"

STEP 4: Ask the class, "So, how did you know all of this? How did you come to the conclusion that [give an example from one of the sheets]? Where did you see or hear that [give another example from a different sheet]?" As students respond, write a word or phrase on the white board representing their answers. Probe for:

- That's how they're always portrayed on television
- That's what I know from being _____ myself
- My [friend/family member] is [gender/orientation]
- My parent(s)/caregiver(s) told me
- My friends always said this
- I looked it up online
- My faith community teaches this

Ask, "Looking at the lists, how much of what we hear about someone who isn't us do you think is true, and how much is what people would like to be true?"

After a few students have answered, ask, "When you glance at them, do you see more similarities or more differences between each of the lists?"

After a few responses say, "Probably the most important thing we can all keep in mind is that no matter who we are – no matter our gender identity or sexual orientation – there are positive aspects and negative aspects. That alone is something we all have in common."
(6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The mini-lecture at the beginning of the lesson will fulfill the first learning objective. The gallery walk brainstorming activity and discussion that follows will achieve the second and third learning objectives.

HOMEWORK:

None.

What Are My Reproductive Rights?

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.CC.6 – Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting.

TARGET GRADE: Grade 12
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- At least six laptops, desktop computers or tablets with internet access (students may use their own)
- Research Guide – one per student
- Scenarios 1-3: "What Are My Rights?" – two copies of each scenario
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON:

- Review the websites on the Research Guide, along with the scenarios, so you are prepared for the class discussion about them.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Apply existing laws relating to reproductive decision-making and rights to scenarios in which teens face an unplanned pregnancy and are weighing their options. [Knowledge, Skill]
2. Describe at least three inherent rights teens have relating to their sexual and reproductive decision-making. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Say, "Today we are going to be talking about what your legal rights are, as teens, when it comes to pregnancy and pregnancy options. We're going to start by looking at some of the laws, and then we'll look at some implications of those laws."

Divide the class into six groups and have each group gather around one of the computers in the classroom.

Note to the Teacher: *The more computers the better for multiple students from each group to help with the research; feel free to ask students to bring in tablets or even use smart phones if it is permitted at your school.*

Give each group one of the scenarios, and each student in each group a copy of the Research Guide.

Explain that the scenario will have some guiding questions. Tell them that they will have fifteen minutes, as a group, to come up with the

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answers to their questions, which they will be able to find online on the sites listed on the research guide. Tell them that once they are done, they will need to discuss what they found as a group and be ready to present and defend their opinions with the larger class.

Answer any questions and ask students to begin their work. As they are doing their research, walk around the room to see whether they have any questions and are doing their work correctly. (18 minutes)

STEP 2: After 15 minutes, have the groups come back together. Go through the first scenario, discussing each of the questions. Ask students from both groups with the first scenario for their reactions to the legal aspect, and whether they agree. Ask who else can and should play a role in the situation, and why they should or should not do so.

Go to scenario two and go through students' responses, again asking what they thought about the situation and whether they agree with the law. After a few minutes of discussion, continue to the third scenario and do the same. (15 minutes).

STEP 3: Say, "All three of these scenarios demonstrated just some of the laws relating to reproductive rights. Some of you agreed with these laws, and some of you didn't. What I'm going to ask you to do now is pretend, in your same small groups, that you are members of Congress, and you want to create a bill of rights relating to teens and pregnancy, abortion and/or adoption. What would it look like?"

On the white board, write, "When it comes to pregnancy and parenting, teens have the right to..." Instruct students to write this same sentence stem on the back of their scenario, and together, come up with five rights that they think are critical for teens. Tell them they need to specify any important characteristics – is gender a factor? Age? Relationship status?

Say, "For example, you might decide that teens have the right to receive financial support from the government if they or their partner gets pregnant and chooses to carry the pregnancy to term and become a young parent."

Tell students they will have about 8 minutes in which to come up with this list. (10 minutes)

STEP 4: After about 8 minutes, ask volunteers from each group to share one response from their lists. As they read them, record responses on the board. As you go around the class, ask groups to indicate whether they had a similar right listed, and place a check mark for each time it was listed on another group's list.

Once you are finished, ask students to take a look at the list on the board, and the number of check marks. Discuss the outliers, or those that did not have many – or any – check marks next to them.

Say, "No matter how you feel about any of these rights, or the laws governing them, the fact is that laws exist relating to whether, when and sometimes even how we as human beings can reproduce. There are unique laws that specifically pertain to all of you who are under the age of 18. The best thing you can do is to hold on to this list of organizations as a reference, so that if you are in a situation where you need to choose what to do about a pregnancy, you know what your rights are." (7 minutes)

What Are My Reproductive Rights?

*A Lesson Plan from Rights, Respect,
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RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The computer-based activity will fulfill the first learning objective; the small group activity and subsequent discussion will fulfill the second.

HOMEWORK:

None.

What Are My Reproductive Rights?

Scenario One

Damien and Belinda are both 16 and live in Idaho. Belinda gets pregnant, decides she is too young to be a parent, and doesn't want to carry a pregnancy to term if she's not going to parent the baby. She doesn't want to place the baby for adoption because she doesn't think she'd be able to deal with knowing that her baby was out there if she isn't going to raise it. Damien is really against abortion and tells her he'd raise the baby if she didn't want to; she refuses. Things get heated, and they break up.

Using the following websites, please answer the questions listed below:

The Rights of Unmarried Fathers – <http://www.legalmatch.com/law-library/article/adoption-and-fathers-rights.html>

Sex, Etc. – <http://sexetc.org/action-center/sex-in-the-states>

Child Adoption Laws.com – <http://www.childadoptionlaws.com>

Questions:

- 1) What are Damien's rights as the person involved in the creation of the pregnancy?

- 2) Can he stop Belinda from having an abortion?

- 3) What does Belinda need to do in order to get an abortion in her home state, Idaho?

- 4) How soon does Belinda have to decide whether or not to have an abortion?

- 5) If Belinda chooses to place the baby for adoption, can Damien stop her so he can raise the baby?

What Are My Reproductive Rights?

Scenario Two

Amanda is 14 and pregnant. Amanda's mother and father know about the pregnancy and are willing to support her, as does her boyfriend, Daniel, who is 16 and wants to be an active part in this baby's life. His parents are equally as supportive as Amanda's. Amanda's PE teacher tells her she cannot be a part of class because he is concerned about how exercise will affect the pregnancy. Instead, Amanda is instructed to sit in the gym and do homework. Amanda was also recently told by the assistant principal that if she continues missing school due to her pregnancy, she will be suspended and could even be required to repeat that year of school. Amanda has tried to explain that her pregnancy is challenging, and brings in doctors' notes every time she has an appointment.

Using the following websites, please answer the questions listed below:

National Women's Law Center – <http://www.nwlc.org/our-issues/education-%2526-title-ix/pregnant-%2526-parenting-students>

http://www.nwlc.org/sites/default/files/pdfs/pregnantandparentingstudentrightsonepager_6.14.12.pdf

The Rights of Unmarried Fathers – <http://www.legalmatch.com/law-library/article/adoption-and-fathers-rights.html>

Questions:

- 1) What are Amanda's rights in this situation? Does the state she live in matter?
- 2) Is the school right to be concerned about her safety?
- 3) Should she be shown special treatment because she is pregnant?
- 4) Daniel is the father – should he be allowed to miss school in order to join her at her doctors' appointments? Does he have a legal right to do so?

What Are My Reproductive Rights?

Scenario Three

Tammy has had several boyfriends, but has always been careful about pregnancy and STDs. She is on the pill, and she generally refused to have sex unless her partners use condoms. She was getting over being sick recently and was on antibiotics, and didn't know they can reduce the effectiveness of the pill. So when several of her partners said they didn't feel like they needed to use condoms with her anymore, she agreed – and found out a few weeks later that she was pregnant. But by whom? Tammy has decided she wants to keep the baby, and wants to be sure the biological father helps out financially.

Using the following websites, please answer the questions listed below:

Fathers' Rights and Abortion – <http://family.findlaw.com/paternity/fathers-rights-and-abortion.html>

The Rights of Unmarried Fathers – <http://www.legalmatch.com/law-library/article/adoption-and-fathers-rights.html>

Planned Parenthood – <https://www.plannedparenthood.org/teens/going-to-the-doctor/im-pregnant-now-what>

Questions:

- 1) How can Tammy legally find out who the father is?

- 2) Can that person refuse to pay child support if he never wanted to be a father, and assumed she was taking care of pregnancy prevention by being on the pill?

- 3) Can one of her boyfriends who is not the biological father claim paternity and take custody of the child?

- 4) If several weeks into her pregnancy Tammy changes her mind, even after finding out who the father is and getting him on board, can she still get an abortion? Can the father actually force her to have one, or keep her from getting one?

Research Guide

Guttmacher Institute – State Laws on Abortion

http://www.guttmacher.org/statecenter/spibs/spib_OAL.pdf

Child Adoption Laws.com –

<http://www.childadoptionlaws.com/>

National Women’s Law Center –

<http://www.nwlc.org/our-issues/education-%2526-title-ix/pregnant-%2526-parenting-students>

The Rights of Unmarried Fathers –

<http://www.legalmatch.com/law-library/article/adoption-and-fathers-rights.html>

Fathers’ Rights and Abortion –

<http://family.findlaw.com/paternity/fathers-rights-and-abortion.html>

Planned Parenthood –

<https://www.plannedparenthood.org/teens/going-to-the-doctor/im-pregnant-now-what>

Sex, Etc. –

<http://sexetc.org/action-center/sex-in-the-states>

My Life, My Decisions

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PD.12.CC.1 – Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.

PR.12.INF.1 – Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

TARGET GRADE: Grade 12
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- LCD projector and screen
- Desktop or laptop computer with PowerPoint on it
- PowerPoint: "What Would You Do If...?"
- White board and markers (at least two different colors)
- Handout: "Considering Others' Opinions" – one per student
- Extra pencils in case students don't have one

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least three messages they receive about sexuality from different people in their lives. [Knowledge]
2. Describe the extent to which these people have an impact on students' decision-making. [Knowledge]
3. Identify at least two other factors that have an impact on sexual decision-making. [Knowledge]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Introduce the lesson by asking the students, "Have you ever said something to someone – or done something – that afterwards you just asked yourself, 'holy smokes, why on earth did I just say or do that?' It could be something really minor like walking in the room and calling a friend a nickname you never have before, and once it's out, it sounds really dumb. Or it could be something more significant like someone asking you to keep something just between the two of you, and it being too good to keep to yourself, so you just tell one person and immediately regret it."

After a few students have responded, ask, "What does it feel like in that moment right after we've realized that what we did was the wrong thing to do?" Answers will vary, but more often than not students will either physically put their hands on their stomach or refer to that area – that it does not feel good, and can make you almost feel sick to your stomach.

Say, "We all go through this – and not just once, it's something we all experience throughout our lives. We sometimes make decisions without thinking – and sometimes, even when we think them through really well at first, we still sometimes make a decision we wish we hadn't made."

My Life, My Decisions

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Ask, “Can anyone think of a time when you made a decision that really paid off for you, or that you knew was the right thing to do?” Ask for a few examples.

Say, “Clearly, there are just as many opportunities to make positive decisions as there are to make bad ones. Today, we’re going to talk about sexual decision-making and what and who can have an impact on the decisions we make.” (5 minutes)

STEP 2: Say, “In a moment, I’m going to hand you each a worksheet that has a table on it that lists a number of things people need to think about when they’re in sexual relationships. Across the top, you’ll see categories of people we might have in our lives. What I’d like you to do is read each statement and think about what these different people in your life might say in response.

For example, say you were interested in someone and wanted to ask them out – or you knew they were going to ask you out. Who would you talk with about that? What would you expect them to say? Write those things in the boxes provided. Because some categories can apply to more than one person – like a close friend – feel free to decide on who that person will be for the purposes of this activity and write their name in that box. Even if you wouldn’t discuss one of the topics with a particular person, please write what you imagine they’d say, as our perceptions are sometimes just as important as what we actually hear from people!”

Tell them that they will be discussing their responses with at least one other student in the class, but how much of what they share will be up to them. Distribute the worksheets and ask students to complete them individually. Tell them they will have 8 minutes in which to complete the worksheet. (5 minutes)

Note to the Teacher: *As students are working, write the discussion questions listed in step 3 on the front board.*

STEP 3: After about 8 minutes, ask everyone to stop what they are doing and pair up with another student. Say, “I’m going to ask you to talk in pairs about what that experience was like for you. Please use the following questions to discuss what you just did:

- How did you know what these people in your lives would say?
- What did you think of these messages? Were they mostly positive, negative or a mix?
- In what ways do you think the people listed on your sheet affect or would affect the decisions you make about sexuality? Why?”

After a few minutes, ask students to stop their paired discussions and share responses in the larger group by reviewing their answers to the three discussion questions. After going through the three discussion questions, say, “People in our lives have influence over us, no matter who they are. Some have more than others. Let’s look a little deeper at this.”

Start the PowerPoint, titled, “What Would You Do If...?” Read the statements on each slide and ask the students to respond. Then reveal the second person mentioned in each slide, and ask whether they would change their minds on a decision, or stick with their original decision, based on who the person is. Discuss why or why not. (20 minutes)

STEP 4: Say, “Aside from the people in our lives, when it comes to making decisions about sex and sexuality, what other things come into play? For example, ‘past experience’ [write that word on the board in a different color] may have an impact on whether I choose to do or

My Life, My Decisions

Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

not to do something. What else comes to mind?” As students respond, write their answers on the board. Each list will be different, but in general, probe for:

- Past experience (positive)
- Past experience (negative)
- Whether I know anyone who has done this behavior and how it went for them
- What my personal or religious values are about a particular behavior or having sex of any kind
- How I feel about my body
- My understanding of my sexual orientation
- What I see depicted in the media

Say, “We often hear from people, ‘I’m not influenced by other people or the media, I make up my own decisions.’ The reality is, however, that it is impossible to make decisions about anything – let alone something as important as sex and sexuality – in a vacuum. We are definitely influenced by people around us – and sometimes we’re not even aware of what that influence is.

It feels a bit simplistic to say that, above all, what you want and what you think is right is the most important thing – but it’s actually true. In the end, you are the one who benefits from your positive decisions, and you’re the one who has to deal with the negative consequences if there are any. So no matter what you hear, or what you think you know about others, you have the right to think and make decisions for yourself.” (20 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The worksheet activity and paired discussion will achieve the first and second learning objectives; the brainstorm and discussion relating to other influences will achieve the third.

HOMEWORK:

None.

Considering Others' Opinions

When making decisions about sex and sexuality, it can be really useful to hear what other people have to say. (Then again, sometimes it's not!) Who would you talk with, and what would you expect them to say?

In the table below, write some of the messages you would expect to hear from these key people in your life. Feel free to write in their names to help you focus on one if you have several people that could fit in the same column. If you don't have one of these categories of people in your life, just leave it blank. You can also add in a category that's not here.

	PARENT/ CAREGIVER	SIBLING	PARTNER/ BF/GF	BEST FRIEND	RELIGIOUS/ FAITH LEADER	OTHER?
1. Whether you should ask out or go out with someone you've liked for a long time						
2. Whether you're ready to have sex						
3. Which types of safer sex or contraceptive methods to use						
4. Whether it's weird that you want to wait to have sex						
5. What you or a partner should do about an unplanned pregnancy						
6. Whether you should get tested for STDs before starting a new relationship						

Sexual Rights: Who Decides?

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PS.12.CC.2 – Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

PS.12.INF.2 – Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

TARGET GRADE: Grade 12
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Extra pencils in case students don't have their own
- Story: "Senior Send-Off" – one per student
- Senior Send-Off Roles 1-10 – enough copies of each role for each member of the small group as assigned
- Handout – "Resources: Rape and Sexual Assault," one half sheet per student

ADVANCE PREPARATION FOR LESSON:

- Create 10 small groups and assign each group a Senior Send-Off Role (see handout) for the class activity
- Make 10 copies, one for each small group, of the Senior Send-Off Roles for the small groups and paper clip them together
- Make enough copies of the Resource list for half the students in class; cut the sheets in half so that each student will receive a half sheet

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Identify their own feelings about a specific type of law relating to statutory rape. [Affective]
2. Describe at least two messages about sexual consent, abuse, age and gender, and the source(s) of those messages. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

Note to the Teacher: *This lesson addresses an accusation of statutory rape. Although the description of what happens between the two people is not very graphic, you may want to give students a warning about the topic at the beginning of class and watch your students' reactions so you can follow up with any students who seem to be triggered by what is discussed.*

STEP 1: Say, "There are parts of sex and sexuality that are for us as individuals to decide for ourselves. We all have rights – even when you're under 18, you have some rights. Yet there are some aspects of sex and sexuality that society has created laws about. Can you think of any examples?" Probe for laws about sexual assault, abortion, being naked or having sex in public.

Sexual Rights: Who Decides?

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Say, “Sometimes a law is passed that makes sense to some people, but not to others. And as you know, laws can be interpreted by different judges and different lawyers. We’re going to look at an example of this today.”

Distribute the handout, “Senior Send-Off.” Ask for volunteers to read aloud one part of the handout. Once the entire handout has been read, say, “I’m guessing you all have some reactions to this story! You’re going to get a chance to talk about it – but you’re going to have to do it in character.” (5 minutes)

STEP 2: Explain that you are going to divide the class into 10 small groups. Each small group will be representing one person in the story. Tell them that you are going to give them 15 minutes to prepare how they plan to play their role, which will be provided to them.

Divide the class into 10 groups, and distribute the roles. As they work in their groups, walk around the room and listen to their conversations, answering questions or contributing guidance as necessary. (17 minutes)

Note to the Teacher: The groups should be divided and the roles assigned intentionally as part of preparing for class.

STEP 3: Once 15 minutes are up, tell the class that, although they worked on their roles as a group, they need to decide who will be the first speaker to represent their group as if they are one person. Tell them that others in the group will be able to speak as well, but that someone has to start.

Then tell the groups where they should position themselves. What this looks like will depend on your classroom, but one suggestion is as follows:

Judge	
Senior accused student	First-year student
Defense attorney	Prosecuting attorney
Parents of senior student	Parents of first-year student
Friend of the senior student	Friend of the first-year student
Members of the Senior Class Council	

Ask the Prosecuting Attorney to go first, present the case, and then have the Defense Attorney respond. Have the judge call on other witnesses as outlined in their instructions. Tell them that each person will have no more than 2 minutes to make their case. (17 minutes)

STEP 4: After everyone has spoken, the judge will share their collective verdict with the class. Once the verdict has been shared, thank the class for their work, and ask everyone to return to their original seats.

Sexual Rights: Who Decides?

Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Process the experience by asking the following questions:

- What was it like to do that? What was [insert student responses] about it?
- This story is about statutory rape – although they both said they wanted to have sex, the law says that the first-year student is too young to agree or consent to have sex. Do you agree? Was this rape? At what age do you think a person is capable of knowing whether they're ready to have sex? Why?
- Did the senior student have the right to have sex with the younger student? What was the first-year student's rights in this situation?
- What did you notice about what different people used to make their arguments? Do you think those were valid points? Where do you think those ideas came from?
- You'll notice that none of the roles was assigned a gender – how did you decide in your groups what gender your character was? What kind of impact would gender have? If the gender of the first-year student had been different, would anyone have played their role differently? How about the senior? What about if they were the same sex? Why or why not?
- What responsibility did each of the characters have in this story? For example, should the senior council members have done anything differently?

End the class by suggesting the students keep talking about the scenario and that they talk about it at home to see what their other family members think and what they would say. Distribute the resource sheet on statutory and other rape resources. Say, "No matter the circumstances, if someone has been raped or sexually assaulted, it is never their fault. If you or someone you know has experienced any kind of rape or sexual assault, or if you're even not sure whether what happened was an assault, please contact any of the organizations listed on this sheet." (11 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The experience of the mock court, and in particular, the processing discussion that follows, will achieve both learning objectives.

HOMEWORK:

None.

Story: Senior Send-Off

A 17-year-old high school senior with an excellent GPA has already been accepted to college. They are liked by everyone at school, both students and teachers. They have a good relationship with their parents, and are an active member of their faith community. They tutor students who need it, and volunteer at the animal shelter in town.

An unofficial tradition at their school is something called “Senior Send-Off,” in which graduating seniors compete to see who can have sex with the youngest student they can find at the same school. This tradition is not sanctioned by the school, although considering some of the graduates work as staff at the school, it’s possible that some know about it and simply look the other way.

The 17-year-old student has been helping a first-year student with their homework. That first-year student seems to look up to - perhaps even like? – the 17-year-old. The 17-year-old decides to try something sexual, just a kiss, and the first-year responds positively. They make out for a while, and end up having sex. They are both happy afterwards, but for different reasons.

When it is over, the 17-year-old smiles and says, “Just out of curiosity, how old are you?” The first-year student says, “I’m 14, why?” The 17-year-old says, “Well, thanks to you, I may have just won a contest,” and tells them about the Senior Send-Off and that they need to be able to tell the senior class council how old they are.

The first-year student is confused – and then furious. “Wait – you’re saying this is only a game? I thought you were interested in me.” The 17-year-old, so excited by the idea of winning the competition, is confused – and then realizes that the first-year student really liked them.

The first-year student goes home, and their parents notice they’re really upset about something. The first-year student tells their parents what happened. The parents flip out, yell, “But you’re 14!” and call the police. By the end of the day, the 17-year-old has been arrested for statutory rape; a few days later, the student’s parents are notified that the college their child was accepted to has cancelled their offer of admission.

Senior Send-Off Roles

FIRST-YEAR STUDENT

You are really upset and offended by what happened with the other student. You did consent to have sex with them, but you certainly would not have had you known in advance that this was part of some contest. You feel humiliated, and since everyone now knows what happened to you, you want the Senior to pay.

FIRST-YEAR STUDENT'S PARENTS

You are as upset as your child. You think the outgoing senior coerced your baby and took advantage of them – you want justice for your child. You also think that that student's parents are to blame, and want to hurt and embarrass them, too. You think the older student should be expelled and shouldn't be allowed to return to school.

FIRST-YEAR STUDENT'S CLOSE FRIEND

You and the first-year student have known each other since grade school. You think they're a great person, and would never lie or say anything mean about someone else unless that person really had done something wrong. You think the 17-year-old definitely raped your friend and should be punished.

17-YEAR-OLD SENIOR

You are the 17-year-old student. You cannot believe everyone is freaking out about this. You thought this was between you and the first-year student. You both wanted to have sex, and you thought that since they liked you, they wouldn't mind helping you win the contest. You don't see what the big deal is and you certainly don't want this to affect your future.

SENIOR'S PARENTS

You are very conservative and very religious, and the idea that your child was having sex outside of marriage is distasteful to you. You are very disappointed in your child, but do not think it is possible for them to be seen as a rapist. You understand why the other student's parents are upset, but think that this is a matter to be dealt with privately with your religious leader, not in a legal setting.

SENIOR'S CLOSE FRIEND

You and the 17-year-old have known each other since middle school. You think they're a great person, and that they would never lie or do anything mean to another person – it's just not in their nature. You are sure that this must be some kind of terrible misunderstanding. You've seen how great your friend is with younger kids, helping them after school and tutoring other high schoolers. You used to tease your friend for being kind of a goody-goody when you were younger, and you really can't blame them for wanting to do one thing that would make them seem cool in the eyes of the other seniors before they graduated.

Mock Court Roles

SENIOR CLASS PRESIDENT AND COUNCIL MEMBERS

You and the rest of the senior council have known about this tradition, but it has never been written down anywhere. You are the ones who have been pushing the students who are about to graduate to compete in the contest, but there's an unspoken rule that people don't talk about it – especially not with adults. You are terrified that you are all going to get into trouble and not be able to graduate. You want to cover yourselves and distance yourself from the senior who is being accused of rape as much as possible.

PROSECUTING ATTORNEY

You interpret the law as meaning this was rape, even though they both consented to it. But the age difference means that the younger person was not able to consent to the sex act, legally. Because it was part of a game, you really want to make the older person out to be a predator with no positive characteristics. This will make an example of the senior and serve as a warning to others.

DEFENSE ATTORNEY

You want to demonstrate as much as possible that the first-year student is smart enough to know the difference between whether they wanted to have sex or not. You believe the school itself is to blame because they should have known about the tradition and stopped it. You do not think your client should be convicted of rape-in fact you think this should be seen as a simple high school misunderstanding that is nobody else's business but the two people who had sex. You think the first-year student's parents are blowing it out of proportion and are just angry because they're uncomfortable with the idea of their child having sex.

JUDGE

Your job is to LISTEN. Think about the arguments each "person" makes, talk amongst yourselves, and reach your verdict. All you have to decide are two things: First, was this rape, according to the law; and second, regardless of whether you decide it was or was not, what consequence(s), if any, should there be for any of the people involved? Things you might consider include whether the senior should be allowed to finish school, whether the senior council bears any responsibility, whether the school itself should be punished, whether the parents carry any responsibility, etc.

Resources: Rape and Sexual Assault

If you or someone you know needs information about rape (including statutory rape), sexual abuse or sexual assault, the following resources may be of use:

National Sexual Violence Resource Center

www.nsvrc.org

National Teen Dating Abuse Helpline

www.loveisrespect.org

866-331-9474

RAINN – Rape, Abuse and Incest National Network

www.rainn.org

800-656-HOPE (4673)

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Getting Savvy About STD Testing

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

SH.12.SM.1 – Analyze individual responsibility about testing for and informing partners about STDs and HIV status.

SH.12.ADV.1 – Advocate for sexually active youth to get STD/HIV testing and treatment.

TARGET GRADE: Grade 12
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or Laptop Computer with internet access
- LCD projector and screen
- Speakers to project sound from videos
- White board and markers
- Extra pencils in case students don't have their own
- Copies of "Worksheet: Getting Savvy about STD Testing" – one per each group of three students

ADVANCE PREPARATION FOR LESSON:

- Ask the IT person at your school to make sure you can access the website, <https://www.youtube.com/watch?v=89Cqx18fFb8>. Go to the website ahead of time and preview the STD Zombie public service ad from Get Checked Omaha.
- Ask the IT person at your school to make sure you can access the website, <https://gettested.cdc.gov/> and preview it to make sure when you enter your zip code, some STD testing options come up. Your students will need to locate those testing options during this lesson.
- Ask the IT person at your school to make sure you can access the website, <https://vimeo.com/43631114> and either stream it from the web or download and save it to your desktop. It is important to preview the five minute video so you can lead a discussion about it with your students.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. List at least two reasons why a person might choose to get tested for STDs, and at least two reasons why they might choose not to. [Knowledge]
2. Identify at least two resources for STD testing in their own community. [Knowledge]
3. Describe the rights young people have regarding STD testing including confidentiality and the quality of care they should receive from the provider. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Tell the students that you will be talking today about STDs, specifically the importance of getting tested. Play the STD Zombie video. When the clip is over, ask students, "Okay, so this is intended

Getting Savvy About STD Testing

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

to be funny, but it also brings up an important point – the zombie really wanted to eat the person, but didn't because they hadn't been tested. What did you think of that?" (5 minutes)

STEP 2: Say, "STD testing can be complicated. There are reasons why people choose to get tested, and reasons why people choose not to." As you are speaking, write on the board, "Why people get tested" and to the right of that "Why people DON'T get tested," with a decent space between the two. Underline both.

Ask, "What are some of the reasons why someone might choose to get tested?" Write these on the board beneath the first heading, probing for:

- Because they had unprotected sex with someone and are now thinking they should get tested.
- Because they thought they and their partner were in a monogamous relationship (only having sex with each other) and found out later that their partner was having sex with other people.
- Because they started to experience some symptoms and didn't know if that meant they had an STD.
- Because they were sexually assaulted and need to know whether it resulted in an STD of some kind.
- Because they're excited about starting a new relationship and want to show their partner that they care about them.

Ask, "If there are all these reasons why people would want to get tested, why do you think anyone would choose not to?" Record these answers in the next column, probing for:

- Because they don't want to know (discuss why people might not want to know)
- Because they are worried about the actual test itself being painful or uncomfortable.
- Because they're scared of doctors'/clinicians' offices (or needles)
- Because they're worried that if they have an STD they'll never be able to have sex again.
- Because they're nervous their parents will find out.
- Because they don't have transportation to get to the clinic
- Because they don't have insurance or think they can't afford to get tested.

(10 minutes)

STEP 3: Tell students to get into small groups with two or three people they are seated near. Give each small group a copy of the worksheet "Getting Savvy about STD Testing" and have each person in the group write their name at the top. Explain by saying, "Each group will be assigned one of the reasons people may have for not wanting to get tested for STDs. Their task is two-fold. First they are to come up with at least two things someone could say in response to encourage them to get tested. They should write these responses down on their group's worksheet. Then, part two is to go to the following website on your phone or the class computer.

Note to the Teacher: Write the website on the board while you are talking - <https://gettested.cdc.gov/>

Getting Savvy About STD Testing

Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Then write down two possible locations nearby where a teen could get tested for STDs. They should also write the name and location of the two STD testing sites on their group's worksheet." Go through each of the bullets on the list that's generated for why people might not want to get tested and assign one to each of the small groups.

Note to the Teacher: *The number of small groups and number of reasons will differ for each class. It's okay if more than one group is working on the same reason as this will just generate a wider variety of responses.*

Give students 10 minutes to complete their two-part task. (5 minutes)

STEP 4: After ten minutes has passed, gather students' attention and have them stop working. Have each small group share their reason, one of their responses and one of the community resources they found for STD testing. Continue until you have heard from each small group. Process the activity by asking the following questions and when discussion is done collect worksheets from each group.

- What was it like to do that?
- What was [insert responses] about it?
- What did you notice about the responses groups created? Did anything surprise you?
- What does this tell you about how you might support a friend who is nervous or hesitant to get tested for STDs? (20 minutes)

STEP 5: Say, "Knowing you should get tested for STDs and actually going to see a health care provider can be two different things. People have real concerns about what will happen during the test, how they will be treated by the staff and if their visit will be kept confidential. This next video will address some of those concerns." Play the following five minute video called Let's Talk about Sexual Health - <https://vimeo.com/43631114>. Once the video is over, process by asking students the following questions:

- What do you think of what you saw in the video?
- Did anything surprise you?
- Did you learn any new information from the video? If so, what was it?

Close the lesson by reminding students that the only way for someone to know whether they have an STD is to get tested, and that there are places in the community (insert the specific names and locations from the students' research) where teens can be tested. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first and second learning objectives will be accomplished during the group brainstorm and resulting small group activity. The third learning objective will be accomplished during the final video and subsequent discussion.

HOMEWORK:

None.

Worksheet: Getting Savvy About STD Testing

NAMES OF GROUP MEMBERS:

- 1) _____ 2) _____
3) _____ 4) _____

INSTRUCTIONS: Write the reason someone might not want to get tested for STDs you were assigned below. Then create two responses that will address their concern about being tested. Then go to the assigned website and find two STD testing locations that are nearby.

A) Reason why someone might not want to get tested for STDs we were assigned:

Response 1

Response 2

B) Two local STD Testing sites found on this website - <https://gettested.cdc.gov/> are:

- 1) _____
2) _____

Fantasy or Reality? How Sexually Explicit Media Affects How We See Relationships IRL

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.INF.1 – Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship.

HR.12.AI.1 – Demonstrate how to access valid information and resources to help deal with relationships.

TARGET GRADE: Grade 12
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- Internet connection
- PowerPoint: "Fantasy vs. Reality"
- Speakers to project audio from the computer
- Double-sided, color copies of slides 7 and 9, one per student
- Worksheet: "Sex in the Media: What are the Impacts?" – one per student
- White board and markers (at least two markers of different colors)
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON:

- Download the YouTube video, <https://www.youtube.com/watch?v=BWAct9PZ2fA>, or have your IT person make sure you have access to it during your class.
- Download the YouTube video, <https://www.youtube.com/watch?v=QOiyYZI1cf0>, or have your IT person make sure you have access to it during your class.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define what sexually explicit media is and how it is part of everyday television and ads. [Knowledge]
2. Explain at least four ways in which media representations of sex and sexuality can affect sexual and romantic relationships.

Note to the Teacher: *Even though no sexually explicit photographs are shown, two of the slides showing bathing suit-clad people are covers of pornographic magazines. These images were readily available on the internet, and are no more explicit than the magazine covers shown alongside them. It would still, however, be a good idea to get confirmation from your supervisor that it is acceptable for you to teach this lesson and show the images in the PowerPoint.*

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Begin the class by saying, "Today, we're going to be talking about something many of you have seen, most of you will at some point see, and all of you have at least heard of: sexually-explicit media." Say, "The first thing that comes to mind tends to be porn – the stuff that's on the internet – the stuff that is not supposed to be viewed by people your age, yet often is – let's talk about the sexually-explicit images we see every day."

Fantasy or Reality? How Sexually Explicit Media Affects How We See Relationships IRL

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Open the PowerPoint presentation, Fantasy vs. Reality, and show the Liquid Plum'r commercial, the link for which is on the first slide. Ask for reactions.

Say, "Sexually explicit images in advertising are nothing new – companies have been using sex to sell all sorts of things for years." Go to slide 2 and ask, "Why do you think this company uses this image to sell its burgers, rather than this one?" Go to slide 3. Student responses will include, "Sex sells," or "because people like to look at a sexy woman eating a burger," among others. As students respond, push them to connect their responses to the sexual component – why does sex sell? How does seeing a sexy woman connect to wanting to eat a huge burger like that?

Go to slide 4 and play the ad for Dentyne Ice. Say, "Sometimes, it's not the actual depiction of sex, but just innuendo – like the Liquid Plum'r ad. What are both ads suggesting?" Probe for the Liquid Plum'r is suggesting a stereotypical porn video, with the music played, the narrator's voice and the suggestive language and actions, and that the Dentyne Ice commercial is suggesting someone buying condoms.

Ask, "All of this is designed to get our attention, to be humorous, to make us think of sex – and therefore, to make us want to buy a particular product. But what's the difference between what we see in advertising and what would be considered sexually explicit?" (6 minutes)

STEP 2: Go to slide 5 and ask, "What is the difference between these two pictures – of Rihanna on the cover of GQ and of a contestant in a beauty pageant" – go to slide 6 – "and these two covers of Playboy magazine?"

Go to slide 7 and ask, "What is the difference between these covers of Cosmopolitan and New York" – go to slide 8 – "and these covers of Penthouse?" Go to slide 9 and say, "Here are covers of health and fitness magazines" – go to slide 10 – "and here are covers of sexually explicit magazines."

Go to slide 11 and say, "The legal definition of porn is, 'the depiction of sexual behavior that is intended to arouse sexual excitement in its audience.' So given what you just saw, how would you define the difference between what we just saw and what porn is?" (9 minutes)

STEP 3: Say, "Plenty of images today on tv, online, in magazines and elsewhere are very sexual in nature. They get right up to the edge of what is allowable in the media. We're going to take a minute now to look at the possible messages that these sexual images communicate."

Divide the class into groups of 3. Tell them that you are going to give each group copies of two of the slides from the PowerPoint you just shared, along with a worksheet with questions on it. Distribute the "Sex in the Media: What are the Impacts" worksheet and ask them to work together to complete it, explaining that they will have about 8 minutes in which to work together. As they are working, write the following three headings on the whiteboard:

For Men

For Transgender People

For Women

(4 minutes)

Fantasy or Reality? How Sexually Explicit Media Affects How We See Relationships IRL

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 4: After about 8 minutes, ask groups to stop their small group work. Ask:

- What was it like to do that? What was [insert student responses] about it?
- Did you notice you agreed on much of what you observed? When you disagreed, how did you manage that?

Ask for students from each group to volunteer to share responses to question number one. Record responses on the board. When you go into question number two, write the class's perceptions of impact to the right of the first brainstorm in a marker of a different color.

Finally, ask what they think the potential impacts of these expectations are on romantic and sexual relationships. This discussion will vary from class to class, but you will want to probe for:

- People may expect sex to go a certain way and feel unprepared for or vulnerable when it does not go as expected
- People may assume that because a person looks a particular way they are more or less sexual
- People may assume consent from their partner because they may think everyone of their partner's gender "is like that"
- People may not realize how important it is to talk about sex as well as about feelings before and during, because this isn't usually modeled in the media
- People may not think about contraception or safer sex because it is rarely discussed or depicted in the media
- People may expect their or their partner's body to respond in a certain way sexually and be concerned if it does not because that is how it's depicted in the media
- People may engage in behaviors they might not otherwise have done because they consider porn and the media "to do" lessons rather than fantasies
- People may be disappointed by how their partner looks naked or be worried that their own body will disappoint their partner based on what they have seen in porn and other media.

(22 minutes)

STEP 5: Go through the remaining PowerPoint slides. Once you have shared the take-home messages, ask students whether they have any they would add to those, and close the class. (9 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The PowerPoint will achieve both learning objectives; the remainder of the lesson will achieve the second learning objective.

HOMEWORK:

None.

Worksheet

Sex in the Media: What're the Impacts?

Instructions: Please respond to the following questions in your small group. See what you can do to reach agreement, and if you do not, write a star next to those contributions you did not agree on.

1. Based on these magazine covers, what would you say the dominant US culture finds attractive?

In Men

In Transgender People

In Women

2. What do you think the impacts are on the people who may not look like the pictures on these covers?

For Men

For Transgender People

For Women

3. In what ways could what we see on magazine covers – or depicted in other sexually explicit images – have an impact on romantic and sexual relationships?