

Rights, Respect, Responsibility Scope and Sequence

The following comprehensive sexual health education lessons align with the Florida Standards and Benchmarks for Health Education, Physical Education & Science. Individual districts are encouraged to review each lesson in detail to determine age appropriateness and relevance for their particular students. Choose lessons based on district policy and student needs. **Lessons may be used for any grade as determined appropriate.**

HIGH SCHOOL

Lesson	Lesson Title	Topic(s)	FL Benchmarks
9-1	They Love me...They Love Me Not...	Analyzing healthy & unhealthy relationships	HE912.B.4.4, HE912.B.5.1, HE912.C.1.2, HE912.C.2.2, HE912.P.8.1, HE.912.B.4.1
9-2*	How Well Do I Communicate With Others?	Effective communication, decision making	HE912.B.4.2, HE912.B.5.1, HE912.C.1.4, HE912.C.2.2, HE912.C.2.5, HE.912.B.4.1
9-5*	Understanding Gender	Gender, gender identity, sexual orientation	HE.912.C.2.8
9- 7*	Sexual Decision Making	Decision-making skills, boundaries, analyzing influences	HE912.B.4.2, HE912.B.5.1, HE912.B.5.3, HE912.B.6.1, HE912.C.1.1, HE912.C.1.2, HE912.C.1.4, HE912.C.1.8, HE912.C.2.1, HE912.C.2.2, HE912.C.2.9, HE912.P.7.1, HE912.P.7.2, HE.912.B.4.1, HE.912.B.4.1
9-8	Planning & Protecting: Avoiding or Managing STDs	STDs/HIV: Risk reduction & communication	HE912.B.5.1, HE912.B.5.3, HE912.C.1.1, HE912.C.1.4, HE912.C.1.8, HE912.P.7.1, HE912.P.7.2, HE912.P.8.1, HE.912.B.4.1, SC912.L.14.52, SC912.L.14.6
9-10*	STD Smarts	STDs/HIV: symptoms, treatment, prevention & assessing accurate information	HE912.C.1.1, HE912.C.1.4, HE912.C.1.5, HE912.C.1.8, HE912.P.7.1, HE912.P.7.2, HE.912.B.4.1, SC912.L.14.52, SC912.L.14.6
10-1	Rights Respect Responsibility	Consent, coercion, respectful relationships, negotiation & refusal skills	HE912.B.4.2, HE912.B.5.3, HE912.C.1.4, HE912.C.2.2, HE912.P.7.1, HE.912.B.4.1
10-2	Know Your Options	Pregnancy prevention: abstinence and all FDA-approved contraceptives, problem solving	HE912.B.5.1, HE912.B.5.3, HE912.C.1.1, HE912.C.1.4, HE912.C.2.9, HE912.P.7.1, HE912.P.7.2, HE.912.B.4.1, SC912.L.14.33, SC912.L.14.6, SC912.L.16.13
10-4	Let Me Tell You	Effective communication to prevent STDs/HIV	HE912.B.4.2, HE912.B.5.1, HE912.B.5.3, HE912.C.1.1, HE912.C.1.4, HE912.C.1.5, HE912.C.1.8, HE912.C.2.2, HE912.C.2.9, HE912.C.7.1, HE912.C.7.2, HE.912.B.4.1, SC912.L.14.6

10-5*	Using Technology Respectfully & Responsibility	Technology & social media in relationships, safe & respectful use of social media	HE912.B.5.3, HE912.B.6.1, HE912.C.1.2, HE912.C.2.2, HE912.C.2.6, HE912.C.2.8, HE912.C.2.9, HE912.P.7.1, HE912.P.7.2, HE.912.B.4.1
11-2	My Boundaries	Personal boundaries, problem solving, consent	HE912.B.4.2, HE912.C.2.2, HE912.C.2.8, HE912.C.2.9, HE912.P.7.1, HE912.P.7.2, HE912.P.8.1, HE.912.B.4.1
11-3	Is it Abuse If?	Relationship abuse, how to identify & respond, resources for teens	HE912.B.4.4, HE912.B.5.1, HE912.B.6.1, HE912.C.1.2, HE912.C.2.2, HE912.C.2.8, HE912.C.2.9, HE912.P.8.1, HE.912.B.4.1
12-2	My Life, My Decisions	Messages impacting sexual decision-making, identifying who to talk to about sex & sexuality	HE912.B.5.1, HE912.C.1.2, HE912.C.2.1, HE912.C.2.2, HE912.C.2.7, HE912.C.2.9, HE.912.B.4.1
12-4	Getting Savvy about STD Testing	STD/HIV testing, treatment & prevention, accessing local resources, HIV stigma	HE912.C.1.1, HE912.C.1.4, HE912.C.1.5, HE912.C.2.1, HE912.C.2.2, HE912.C.2.7, HE912.C.2.8, HE912.P.7.1, HE912.P.7.2, HE912.P.8.1, HE.912.B.4.1, SC912.L.14.6

*Wording from original lesson was slightly edited based on feedback from Florida's Exemplary Sexual Health Education Workgroup.

Recommendations:

- There are several middle school lessons, particularly **8th grade lessons**, which you may want to review and consider.
- For all **homework assignments**, teachers should follow up and discuss the results with students the next day in class.
- Teachers may want to replace **the word “you”** throughout lessons with “one” or “a teenager” to avoid potential assumptions.
- The information in the **Teacher Guide** is intended to provide additional information for teachers, but may not be appropriate for students.
- A local, district committee should review and approve **guest speakers**. All materials should be reviewed prior to classroom presentation.
- It is important to know the **rates of births and STDs among teens** in your school district to assist with determining student needs. Please check with the Florida Department of Health in your county or access Florida Charts <http://www.flhealthcharts.com> for district specific data.

Rights, Respect, Responsibility: A K-12 Curriculum

Assessment Questions for Grades 9, 10, 11, & 12 (43 total Questions)

Correct answers are indicated by an “*”

GRADE 9 (19 Questions)

Grade 9, Lesson 1

Which of the following is NOT an indication of an abusive/controlling partner?

- A. Keeping track of their partner’s whereabouts at all times
- B. Encouraging their partner to follow their own pursuits*
- C. Deciding what their partner can wear
- D. Threatening their partner

Which of the following examples is considered rape?

- A. Being attacked by while walking home at night
- B. Being threatened to expose a secret if you don’t have sex
- C. Being forced to have sex with your partner even through you’ve had sex with them before*
- D. All of the above

What should you do if a friend is in an abusive relationship?

- A. Do nothing.
- B. Tell your friend to date someone else.
- C. Tell your friend that they are stupid for staying with someone who is abusive.
- D. Tell your friend that you are there for them. *

Grade 9, Lesson 2

What is one good way to communicate well?

- A. Be specific*
- B. Speak loudly
- C. Gesture with your hands
- D. Rush the other person

What are some causes of poor communication?

- A. Being vague
- B. Giving incomplete information
- C. Not letting the other person ask questions
- D. All of the above*

Grade 9, Lesson 5

Recommended assessment includes the contributions of the class and responses.

Which term describes a baby assigned as either boy or girl based on looking at their genitals at birth?

- A. Gender
- B. Biological sex*
- C. Gender identity
- D. Gender expression

If a person believes they are one gender in their mind, and sees that same gender when they look in the mirror, it is called:

- A. Transgender
- B. Gender identity
- C. Cisgender*
- D. Gender similarity

If a person believes they are one gender in their mind, but sees a different gender when they look in the mirror, it is called:

- A. Transgender*
- B. Gender identity
- C. Cisgender
- D. Gender similarity

Grade 9, Lesson 7

Recommended assessment includes the contributions of the class and responses.

Healthy relationships include being:

- A. Consensual and non-exploitative
- B. Concerned about consequences such as STDs and pregnancy
- C. Respectful and caring
- D. All of the above*

True or False? Pressuring someone to have sex when you know you both love each other is an example of a healthy relationship.

- A. True
- B. False*

True or False? Being concerned about keeping you and your partner free from STDs is part of a healthy relationship.

- A. True*
- B. False

Grade 9, Lesson 8

Sexually Transmitted Diseases can be transmitted through:

- A. Vaginal sex only
- B. Vaginal and anal sex
- C. Anal and oral sex
- D. Vaginal, anal, and oral sex*

Which methods are 100% effective in prevention the transmission of all STDs?

- A. Abstinence*
- B. Abstinence and condoms
- C. Washing immediately after sex
- D. Condoms and birth control pills used together

Which of the following is TRUE?

- A. Most contraceptives like the pill protect against both STDs and pregnancy.
- B. Condoms are the only contraceptives that protect against both STDs and pregnancy.*
- C. There are no contraceptive that protects against both STDs and pregnancy.
- D. None of the above are true.

Grade 9, Lesson 10

A person may experience a sudden, intense onset of severe flu-like symptoms two weeks after becoming infected with this virus:

- A. Chlamydia
- B. HPV
- C. Syphilis
- D. HIV*

Vaccines are currently available for which of the following STDs?

- A. HPV and Hepatitis B*
- B. HPV and HIV
- C. Chlamydia and Gonorrhea
- D. Hepatitis B and HIV

What is the most common symptom on an STD?

- A. Burning or itching in the genitals
- B. Discharge from the penis or vagina
- C. No symptom*
- D. Small bumps or sores

True or False? There is one STD test that will test for all STDs.

- A. True
- B. False*

True or False? Teens must have a parent or guardian's consent to be tested for STDS.

- A. True
- B. False*

GRADE 10 (12 Questions)

Grade 10, Lesson 1

What does the word "consent" mean?

- A. When someone does what you want
- B. When someone says yes under any circumstances
- C. When someone gives in to your demand
- D. When someone says yes without any coercion and with the full ability to do so*

Which of the following is an example of a clear "yes" demonstrating consent?

- A. Someone saying "yes" when they have been drinking alcohol
- B. Someone saying "yes" when they are half asleep
- C. Someone saying "yes" when they have been using drugs
- D. None of the above are examples of a clear "yes." *

True or False? When someone doesn't verbally say "no," you can assume they mean "yes."

- A. True
- B. False*

Grade 10, Lesson 2

In addition to preventing pregnancy, why might a teen want to use birth control?

- A. To increase acne
- B. To reduce cramping during periods*
- C. To have heavier periods
- D. All of the above

Which of the following might impact whether a person or a couple uses birth control?

- A. Being afraid that a parent or caregiver might find out
- B. Not having enough money
- C. Embarrassed to go to a clinic or pharmacy
- D. All of the above may be reasons*

Which birth control method protects against both STDs and pregnancy, is easily available over the counter, and is inexpensive?

- A. The pill
- B. The contraceptive patch
- C. The IUD
- D. The condom*

Grade 10, Lesson 4

Recommended assessment includes the contributions of the class and responses.

Regarding communication with a partner, which of the following is true?

- A. If partners communicate differently, they should still be able to communicate.*
- B. If partners communicate differently, they don't need to figure out how to communicate.
- C. Communication always improves with time in a relationship.
- D. Communication is not that important in a relationship.

True or False? The more clearly people communicate in a relationship, the better that relationship will be.

- A. True*
- B. False

Grade 10, Lesson 5

Which of the following would be considered sexting?

- A. Sending sexually explicit messages by text
- B. Sending sexually explicit photos of yourself by text
- C. Sending sexually explicit videos by text
- D. All of the above*

What is a potential downside to sexting?

- A. You can get into legal trouble
- B. Sexts can be easily shared without your consent
- C. Your partner can use them as blackmail
- D. All of the above*

True or False? In Florida, it is illegal for a minor, someone under 18, to share or send a picture of someone that shows nudity.

- A. True*
- B. False

True or False? In Florida, someone found guilty of sexting may have a court trial, complete community service work, pay a fine, and/or complete a cyber-safety program.

- A. True*
- B. False

GRADE 11 (7 Questions)

Grade 11, Lesson 2

Which of the following is an example of a “personal” boundary?

- A. A restricted area, such as a teacher’s lounge
- B. Parameters around how things happen, such as doing homework before watching a movie
- C. How much someone shares of their personal life, such as what they keep private*
- D. Physical contact with another person, such as only being okay with holding hands

True or False? People may have different boundaries than their peers.

- A. True*
- B. False

True or False? You should always respect a person’s boundaries, even if they are different than yours.

- A. True*
- B. False

When someone is in a relationship, what are your rights and responsibilities when it comes to your boundaries and theirs?

- A. Be vague, don’t push someone
- B. Be patient, push someone gently if they need it
- C. Be kind and avoid asking for consent
- D. Be clear, don’t push, always ask for consent*

Grade 11, Lesson 3

Restraining and slapping in a relationship are examples of:

- A. Psychological abuse
- B. Emotional abuse
- C. Sexual abuse
- D. Physical abuse*

Telling a person that no one else would ever want to be with them and criticizing their appearance are examples of:

- A. Psychological abuse
- B. Emotional abuse*
- C. Sexual abuse
- D. Physical abuse

Forcing a person to do something sexual they don't want to do is an example of:

- A. Psychological abuse
- B. Emotional abuse
- C. Sexual abuse*
- D. Physical abuse

GRADE 12 (5 Questions)

Grade 12, Lesson 2

Recommended assessment includes the contributions of the class and responses.

True or False? Past experiences, both positive and negative, may have an impact of whether people choose to do or not do something.

- A. True*
- B. False

Which of the following is true regarding messages about sexuality?

- A. Teens receive a variety of messages about sexuality from different people in their lives.*
- B. Teens only receive messages about sexuality from their peers.
- C. Teens don't receive messages about sexuality from different people in their lives.
- D. Teens only receive messages about sexuality from their parents or caregivers.

Grade 12, Lesson 4

Recommended assessment includes the contributions of the class and responses.

True or False? All people who should get tested for STDs do go and get tested.

- A. True
- B. False*

What is the best way for someone to determine if they have an STD?

- A. Look for symptoms
- B. Wait to see if they get sick
- C. Get tested*
- D. All of the above are good ways

Which of the following is a reason a person might choose to get tested for STDs?

- A. They had unprotected sex.
- B. They found out their partner had sex with someone else.
- C. They were excited about starting a new relationship and wanted to show their partner they care about them.
- D. All of the above are reasons.*

They Love Me... They Love Me Not

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 8th 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!”

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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 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”
 - 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

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- 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.
- 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.”

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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 complete by writing on a piece of lined paper or typing up their reaction on the computer. Write the following link on the board: <http://bit.ly/2zaq6Lc>

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 hotline and 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:

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

The in-class discussion and small group work will achieve the first two learning objectives, although feelings will be identified and expressed during these activities (objective number three). 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> or <http://bit.ly/2zaq6Lc>

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.
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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 respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 8th 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)

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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, 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!”

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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:

- 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

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

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 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:

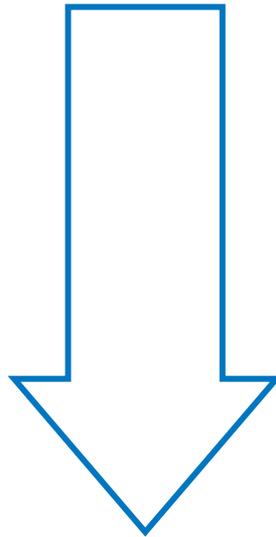
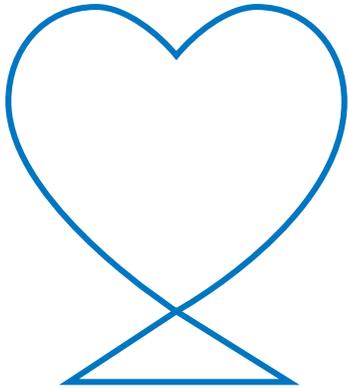
The in-class activities all serve to fulfill the learning objective for this lesson. The homework assignment contextualizes the learning in the world around the students.

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.

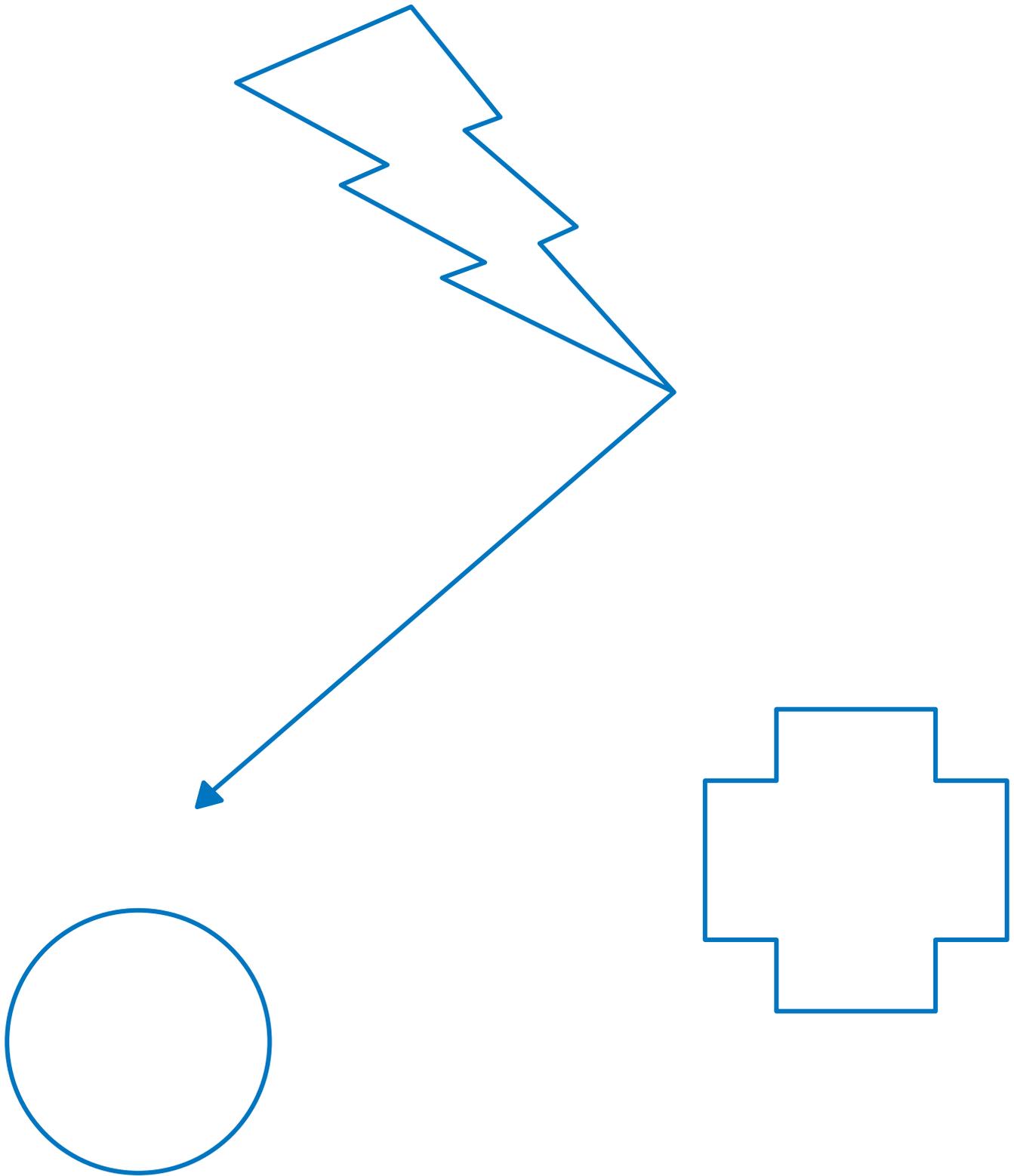
How Well Do I Communicate With Others?

EXAMPLE ONE



How Well Do I Communicate With Others?

EXAMPLE ONE



How Well Do I Communicate With Others?

ROLES

PARTNER ONE

You really like Partner Two. You have not had sex, and you don't feel ready yet. You like the making out you've done, but you are not ready to do anything else other than kiss. You don't want to hurt your partner's feelings. You want to let them know that you really care about them, but that you aren't ready for sex. You are 100% sure that you want to wait longer before having sex.

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:

Character(s) observed:

What was the conversation about?

CHECK

- | | | | | |
|--------------------------|------------------------------|--|---|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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?

Understanding Gender

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NSES ALIGNMENT:

By the end of 8th 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

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=_Wh6NecfMiE&t=259s to confirm the link is still active. If the video has moved, search Youtube for new url for season 1 episode 1 of “I Am Jazz – A Family in Transition”.

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:

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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?”

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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.”

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)

Understanding Gender

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

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=_Wh6NecfMiE&t=259s (parts 1 and 2, 30 minutes in total) and watch “I Am Jazz – A Family in Transition”. Once you are done, please answer the questions below.

1. How would you describe the way Jazz’s parents have responded to her over the years? Do you agree with how they have handled her situation? Why or why not?
2. How does Jazz describe herself? How would you describe her?
3. How do you feel about Jazz not being able to play on her girls’ soccer team? Do you agree with the decision to let her practice but not play in the games? Why or why not?
4. How would you describe Jazz’s family in general? What are the similarities and differences between her family and your family?
5. 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?

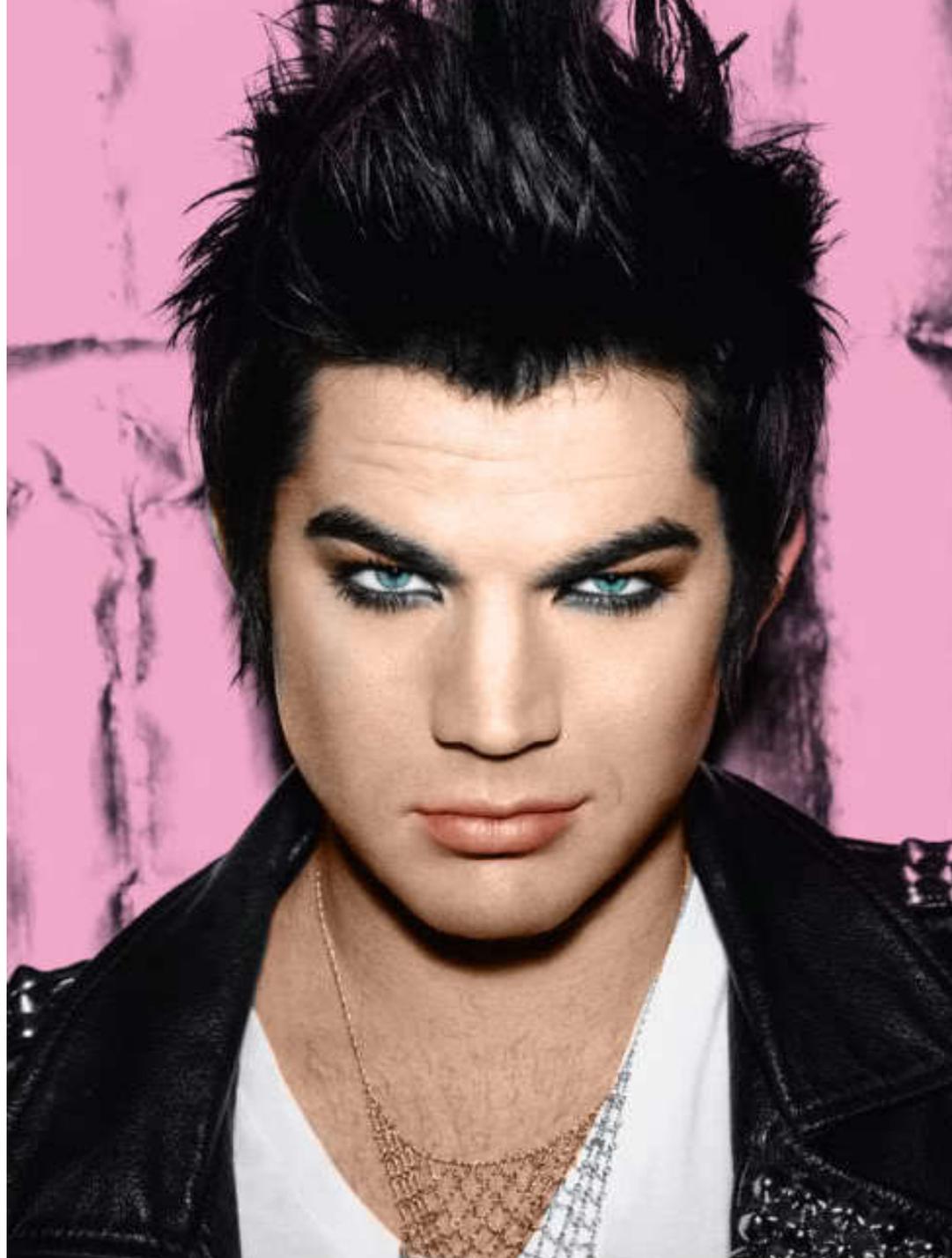
Understanding Gender

9th Grade Lesson from
Rights, Respect, Responsibility: A K-12 Sexuality
Education Curriculum



Rights. Respect. Responsibility.





Rights. Respect. Responsibility.

 **Advocates
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Sexual Decision Making

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering respect and responsibility through age-appropriate 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 “Questions to Consider” – 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] Reflect on their own feelings about rape and sexual abuse. [Knowledge, Affect]

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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,

How Well Do I Communicate With Others?

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“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:

- 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 ten 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 ten 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 couples 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. You may use the role-plays exactly as presented below in this lesson OR edit them. You may consider having students write out the role-plays for you to review first.*

- 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. (26 minutes)

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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)

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. (2 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: Questions to Consider

There is a lot to think about before have sex. Here are some questions to consider 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?

Which of these can you answer with confidence? You may want to discuss this with a trusted adult. 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

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 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.

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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 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.

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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.*

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)

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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.”

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

Planning and Protection: Avoiding or Managing STDs

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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 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? _____

STD Smarts

12th Grade Lesson from
Rights, Respect, Responsibility: A K-12
Sexuality Education Curriculum

STD Smarts

Which One Is Riskiest?	Testing, Testing	Can I Be Cured?	What Should They Do?	I Don't Feel So Good...	Myth or Fact?
<u>10 points</u>	<u>10 points</u>	<u>10 points</u>	<u>10 points</u>	<u>10 points</u>	<u>10 points</u>
<u>20 points</u>	<u>20 points</u>	<u>20 points</u>	<u>20 points</u>	<u>20 points</u>	<u>20 points</u>
<u>30 points</u>	<u>30 points</u>	<u>30 points</u>	<u>30 points</u>	<u>30 points</u>	<u>30 points</u>
<u>40 points</u>	<u>40 points</u>	<u>40 points</u>	<u>40 points</u>	<u>40 points</u>	<u>40 points</u>
<u>50 points</u>	<u>50 points</u>	<u>50 points</u>	<u>50 points</u>	<u>50 points</u>	<u>50 points</u>

10 points

Category

Which One Is Riskiest?

Tongue kissing, mutual masturbation,
using a public toilet

20 points

Category

Which One Is Riskiest?

Abstinence or dry sex

30 points

Category

Which One Is Riskiest?

Performing oral sex on another person,
receiving oral sex from another person,
having penis-vagina sex with a condom

40 points

Category

Which One Is Riskiest?

Having unprotected penis-vagina sex in a swimming pool, having protected oral sex, mutual masturbation

50 points

Category

Which One Is Riskiest?

Unprotected oral sex, penis-vagina sex with a condom, unprotected anal sex

10 points

Category

Testing, Testing

True or False: There is one type of test that can screen for the most common STDs

20 points

Category

Testing, Testing

True or False: Minors (age 18 and younger) must have a parent or guardian's consent to be tested for STDs

30 points

Category

Testing, Testing

Name two types of places where people can go to get tested for STDs

40 points

Category

Testing, Testing

True or False: If a person thinks they might have been exposed to an STD, they should get tested within 24 hours

50 points

Category

Testing, Testing

Girls and women are tested for HPV when they get pap tests; how are boys and men tested?

10 points

Category

Can I Be Cured?

Chlamydia

20 points

Category

Can I Be Cured?

Syphilis

30 points

Category

Can I Be Cured?

HIV

40 points

Category

Can I Be Cured?

Gonorrhea

50 points

Category

Can I Be Cured?

Genital Warts

10 points

Category

What Should They Do?

A person has never had sex before. Their partner has, but only once. Do they need to use condoms?

20 points

Category

What Should They Do?

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?

30 points

Category

What Should They Do?

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?

40 points

Category

What Should They Do?

A couple is having penis-vagina sex, and the condom breaks. They don't have any more condoms with them.

50 points

Category

What Should They Do?

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. What **THREE THINGS** should they do?

10 points

Category

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.

20 points

Category

I Don't Feel So Good...

Name three common symptoms of most
STDs

30 points

Category

I Don't Feel So Good...

True or False: A common symptom of STDs is bruising more easily

40 points

Category

I Don't Feel So Good...

Two weeks after being infected with this virus, a person may experience a sudden, intense onset of severe flu-like symptoms

50 points

Category

I Don't Feel So Good...

What is the MOST common symptom of an STD?

10 points

Category

Myth or Fact?

Basketball player Magic Johnson,
previously diagnosed with HIV, no longer
has the virus

20 points

Category
Myth or Fact?

Once a person has genital warts removed, they can no longer give the virus to someone else

30 points

Category
Myth or Fact?

If a person gets chlamydia, takes the entire course of antibiotics and is cured, they cannot get chlamydia again

40 points

Category
Myth or Fact?

There is currently a vaccine available for
two STDs

50 points

Category

Myth or Fact?

A baby born to an HIV+ mother will
always be HIV+

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 resource 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.

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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, 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

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doesn't and why.

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

WHICH ONE IS RISKIEST IF DONE WITH A PARTNER WHO HAS AN STD?

10 Pts. Tongue kissing, mutual masturbation, using a public toilet

Note to the Teacher: Be sure to clarify that “mutual masturbation” refers to two people touching each other’s genitals.

ANSWER: Tongue kissing

Although tongue kissing is lower risk for STDs than other intimate behaviors, of these three it’s the only one that carries risk for oral herpes (and possibly syphilis if person has oral lesions of syphilis) Mutual masturbation and using a public toilet cannot transmit STDs. (Mutual masturbation carries some theoretical risk for STD/HIV if person had microscopic or small cut/on finger so would change this to extremely low risk)

20 pts. Abstinence, mutual masturbation, dry sex

ANSWER: Dry sex

Abstinence, not having any kind of sex, carries zero risk for STDs; mutual masturbation (see comment above) also carries no risk for STDs. Dry sex, or when two people rub their bodies together, is very low risk – depending on how people do it. If they are completely clothed, there is zero risk. If they are naked, there is more risk. If they are just wearing underwear there can still be risk if the underwear moves around while they’re rubbing their bodies together. So again, three low to no-risk behaviors – but of the three, dry sex has a slightly higher risk.

30 pts. Performing oral sex on another person, receiving oral sex from another person, having penis- vagina sex with a condom

ANSWER: Performing oral sex on another person

Condoms offer extremely effective protection against most STDs. Having unprotected sex of any kind carries high risk for STDs. When it comes to oral sex, the person performing oral sex is at higher risk because their mouth is coming into contact with the other person’s genitals. People can reduce their STD risk further by using flavored condoms or other barriers.

40 pts. Having unprotected penis-vagina sex in a swimming pool, having protected oral sex, mutual masturbation

ANSWER: Having unprotected penis-vagina sex. Doesn’t matter where you have it, if it’s unprotected, you can be at high risk for STDs. Oral sex using a latex barrier of some kind carries much lower risk, and mutual masturbation carries no risk.

50 pts. Unprotected oral sex, penis-vagina sex with a condom, unprotected anal sex

ANSWER: Unprotected anal sex. This is the highest risk behavior for STDs, including HIV, the virus that causes AIDS.

Teacher's Guide: STD Smarts

TESTING, TESTING

10 pts. 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 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, a 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.

Rights, Respect, Responsibility: Don't Have Sex Without Them

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 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-rUEmY>.
- 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]

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Rights, Respect, Responsibility: Don't Have Sex Without Them

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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
- 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)

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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).

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."

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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 respect and responsibility through age-appropriate 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: https://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]
1. 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.

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Specifically, we're going to look at what might affect a person's decision to use birth control, whether to prevent pregnancy 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
 - 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->

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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 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

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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 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 #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 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 #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 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 #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 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 #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 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. _____

Wrenches Worksheet



WRENCH #1 – MARISSA

Doesn't have transportation



WRENCH #2 - CHANTAL

Doesn't feel comfortable touching her genitals



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 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 #2 – Chantal - Doesn't feel comfortable touching her genitals

- 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
- Maybe reflect on whether discomfort might indicate she's not comfortable or feels ready to have sex with another person

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

Let Me Tell You

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 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:

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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 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.

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Process, using the following questions:

- Look around the room again. What do you notice about how many people stood where?
- 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.

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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. 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)

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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**

U.S. Sexting Laws

(From http://mobilemediaguard.com/state_main.html).

10th Grade Lesson – Using Technology Respectfully and Responsibly from Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum

Did You Know...?

- **Possessing a sexually explicit image of someone under 18 is a crime – even if the person who receives it is under 18, too.**
- **Sending a sexually explicit image of a minor to someone else is a crime – even if the picture is of yourself.**
- **Taking a picture of a minor doing something sexual with another person, as well as asking or tricking a minor into sending a sexually explicit image is a crime.**

This Means...

- **A teen who takes a naked picture of themselves and sends it to another teen, has technically committed 3 felony crimes: promoting, distributing and possessing child pornography.**
- **A teen who receives a sexually explicit image (even if it was not requested) can be charged with possession. If they send the picture to anyone else they can be charged with distributing child pornography if caught.**

The Law Takes This Really Seriously!

- **If one of the teens is 18 (17 in some states) that teen is legally considered an adult. That means they can be charged as an adult.**
- **If convicted, the person will most likely be charged with a felony. Some states then require the teen to register as a sex offender.**

What Can You Do?

- **Don't sext. Not sexting is the only 100% sure way to avoid possibly being accused of wrongdoing.**
- **If someone texts you a naked picture of themselves, delete it.**
- **If someone texts you a naked picture of themselves or someone else, do NOT forward it on to other people, just delete it. Tell a trusted adult what happened.**

What Can You Do?

- **Don't ask or pressure someone else to send you naked pictures of themselves.**
- **Download an app to your phone that will enable you to recall a text you're having second thoughts about sending. These include, "On Second Thought," where you have up to 60 seconds to recall a text, and "TigerText" and "Strings," which allow you to erase a message once it has gone out.**
- **Do not mistakenly believe that if you use SnapChat the laws aren't an issue! Photos shared on SnapChat can be saved, so the same laws still apply.**

Using Technology Respectfully and Responsibly

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 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=bhMXI31xf0U>.
- 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)

Let Me Tell You

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?” In Florida, it is illegal for a minor to possess/share/send/post a picture of someone that depicts nudity. If caught doing so, that minor may experience a court trial, complete community service work, pay a fine, and/or complete a cyber-safely program. (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

Let Me Tell You

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

you could speak with about this topic.”

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				

My Boundaries

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 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:

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, “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):

My Boundaries

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

- **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 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?

My Boundaries

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

- 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.”

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

My Boundaries

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

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)

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 respect and responsibility through age-appropriate 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]
1. 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:

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, "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 –

Is It Abuse If...?

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

hurting someone physically in some way.

Emotional abuse is making someone feel bad about themselves by taking away 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...?

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

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

Is It Abuse If...?

*A Lesson Plan from Rights, Respect,
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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.

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:

My Life, My Decisions

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 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:

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 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

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

sometimes, even when we think them through really well at first, we still sometimes make a decision we wish we hadn't made."

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

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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 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.

My Life, My Decisions

12th Grade Lesson from
Rights, Respect, Responsibility: A K-12 Sexuality
Education Curriculum

What Would You Do If...?

...your parents/caregivers told you they can't stand your boyfriend/girlfriend/ partner?

...your best friend said the same thing?

What Would You Do If...?

...your close friend came out to you as gay? You've known them forever and feel really close to them – but you also really value your religion, which says it is a sin to be gay.

...you weren't religious but a family member said it was a sin?

What Would You Do If...?

...you were thinking about having sex with your partner, your friends tell you to go for it, but your mentor, who you talk about everything with, says you should wait?

What if it were a family member who said the same thing?

Getting Savvy About STD Testing

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 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:

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Getting Savvy About STD Testing

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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 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

Getting Savvy About STD Testing

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

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/>

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)

Getting Savvy About STD Testing
*A Lesson Plan from Rights, Respect,
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**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) _____