

Change Is Good!

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PD.8.CC.1 – Describe the physical, social, cognitive and emotional changes of adolescence.

PD.8.AI.1 – Identify medically-accurate sources of information about puberty, adolescent development and sexuality.

TARGET GRADE: Grade 6
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Prepared Change is Good cards, enough complete sets for one third of the student in class
- Letter-sized envelopes in which to place the sets of change cards.
- Scotch tape – one roll per small group of 3 students
- Homework: “Where Can I Learn More about Me?” – one per student
- Pencils in case students do not have their own
- Answer Key: “Change is Good” - one copy for teacher

ADVANCE PREPARATION FOR LESSON:

- Print out the Change is Good cards and cut them up.
- Mix the cards up and place an entire set in an individual envelope. Be sure each group has a set of four header sheets for each as well (see below).

LEARNING OBJECTIVES:

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

1. Name at least one physical, social, cognitive and emotional change young people go through during adolescence. [Knowledge]
2. Identify at least two websites that contain additional medically-accurate information about puberty and adolescence for young people their age. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the class by saying, “You are all at a time in your lives where your body is going through some amazing changes. For some of you, this may have started already; for others, these changes may not start for a few years yet. Some of these changes will make you feel really good about yourselves; it's exciting to see yourself growing up! Other changes may feel weird, like you're body's a bit out of control at times. As we go through the lesson, and as you experience these changes, try to always remember that all of these changes are normal. They are all important parts of growing up that everyone goes through. This time of growth is called ‘puberty’ and that it's started by the natural chemicals in our bodies, called ‘hormones.’” (5 minutes)

STEP 2: On the board, write the words, “physical, social, cognitive, emotional” in a vertical line, one beneath the next. Say, “Although a

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great deal of emphasis tends to be placed on the physical changes of puberty, the changes we go through during this time are not simply physical, they are also social, cognitive and emotional. Social changes have to do with how we interact with others. Cognitive changes have to do with how we think, process information and learn. Emotional changes have to do with feelings, and our awareness of what may or may not cause us to feel certain things.”

Ask the students if anyone can give you an example of a physical change of puberty. Write that on the board next to the word “physical.” Ask what they think might change socially when you start adolescence/going through puberty. If they cannot think of one, say, “You may end up spending – or wanting to spend – more time with your friends than with your family.”

Next, ask what they think might change cognitively when they start adolescence/going through puberty. If they cannot think of an example, tell the class that an example of a cognitive change might be some temporary foggy in how they think – followed by a clearing of that foggy as they get older. Explain that an example of this foggy might include forgetting to bring things with them when they go to or from school. Finally, ask for an example of an emotional change. If they cannot think of one, tell them that they may end up feeling very strong emotions out of nowhere, both positive and negative. Say, “While there’s a stereotype that only girls feel these strong emotions, students of all genders usually experience this at different times during adolescence.” (12 minutes)

STEP 3: Tell the class that you will now be doing an activity in which they will be given a number of changes people go through during adolescence and puberty and they will work in small groups to decide which category of change they are. Divide the group into groups of three, and provide each small group with an envelope containing a complete set of “Change is Good” cards, as well as one roll of tape. In each set will be four header sheets: physical, social, cognitive and emotional. Ask the students to spread the header sheets on the desk space (or floor) in front of them. They should then take out the remaining cards, read through them together and decide which kind of change each is. Tell them that once they all agree, they should tape each card on the corresponding header sheet. Remind them to look up at the board if they forget the definitions of any of the header terms. Tell them they will have about 10 minutes in which to do this work. (13 minutes)

***Note to the Teacher:** The physical change header will have the most responses attached to it; feel free to add a second header sheet, or to instruct students to tape some to the front, and some to the back.*

STEP 4: After about 10 minutes, stop the students and ask for a group to volunteer to report back what was on the “physical” changes sheets. Make corrections as necessary using the “Answer Key: Change is Good!” Have a second group read their responses to what was on their “cognitive” changes sheets, making corrections as necessary. Ask a third group to go through their responses on their “emotional” changes sheets, making corrections as needed. Ask a fourth group to go through their responses on the “social” changes sheet, also making corrections as necessary. (18 minutes)

STEP 5: Distribute the homework sheet, “Where Can I Learn More about Me?” and tell the students they each need to complete this sheet with a parent or caregiver and bring it in for the next class. (2 minutes)

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RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Teachers will assess understanding through the large group activity which achieves the first learning objective. For a more individualized assessment, students can put their names on the envelope they received, place their sheets/cards in the envelope, and hand them in at the end of class.

The individual homework assignments will help assess the achievement of the second learning objective.

HOMEWORK:

“Where Can I Learn More about Me?” sheets, for each student to complete online at home with a parent/caregiver and return during the next class session.

Where Can I Learn More about Me?

Homework

Name: _____

Instructions: With a parent or guardian, visit <http://pbskids.org/itsmylife/body/puberty> and click on a few links there that look interesting to you. Then please answer the following questions:

1. Do you think what you found there reinforces what we talked about in class today?
Why or why not?

2. How can you tell this is a reliable website for information about puberty?

Next, visit http://kidshealth.org/kid/grow/body_stuff/puberty.html and click on a few links there that look interesting to you. Then please answer the same questions:

3. Do you think what you found there reinforces what we talked about in class today?
Why or why not?

How can you tell this is a reliable website for information about puberty?

Parent/Guardian Signature: _____

Change Is Good Cards - Page 1

**Grow taller
(growth spurt)**

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

**Feel hungrier/
Eat more**

Get acne

Grow breasts

Hair texture may change

Voice deepens

**Hormone surges can
make your moods go
up and down**

Menstruation

Hips widen

Change Is Good Cards - Page 2

Voice cracks

Peer pressure increases

Muscle growth

**More interested in being
with friends**

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

Sweat starts to smell

**May want to try
different, sometimes
risky things**

**May have more conflict
with parents/caregiver**

**Anxiety and stress
can increase**

**May feel self-conscious
about how your
body looks**

Change Is Good Cards - Page 3

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

**Experience more intense
feelings - happy one
minute, upset the next**

**Feel “paranoid” -
“Everyone’s looking at/
talking about me!”**

**Might have a hard time
understanding instructions the
first time they’re told to you**

**Feel like you forget things
people told you just a few
minutes before**

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

**Feel kind of clumsy/
trip over your own feet
sometimes**

**May feel really strong/
powerful because of
how your body looks**

Change is Good Answer Key

PHYSICAL	EMOTIONAL	COGNITIVE	SOCIAL
<ul style="list-style-type: none"> • Grow taller (growth spurt) • Grow hair under arms, on legs, around genitals • Feel hungrier/eat more • Get acne • Hair texture may change • Hormone surges can make your moods go up and down • Wet dreams • Hips widen • Grow breasts • Weight gain • Voice deepens • Menstruation • Voice cracks • Muscle growth • Sweat starts to smell • Feel kind of clumsy/trip over your own feet sometimes 	<ul style="list-style-type: none"> • Anxiety and stress can increase • Feel self-conscious about how your body looks • Experience more intense feelings – happy one minute, upset the next • Feel “paranoid” – “Everyone’s looking at/talking about me!” • May feel really strong/powerful because of how your body looks 	<ul style="list-style-type: none"> • May want to try different, sometimes risky things • Might have a hard time making up your mind/feel unsure • Might have a hard time understanding instructions the first time they’re told to you • Feel like you forget things people told you just a few minutes before 	<ul style="list-style-type: none"> • Peer pressure increases • More interested in being with friends • Start to become interested in others as more than friends/finding a boyfriend or girlfriend • May have more conflict with parents • Might start thinking, “Who Am I?” – try to start defining yourself as a person

Physical

Social

Emotional

Cognitive

Gender Roles, Gender Expectations

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Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

ID.8.CC.2 – Explain the range of gender roles.

TARGET GRADE: Grade 6
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- White board or flipchart pad
- White board or flipchart markers, two of which should be different colors
- Pencils in case students do not have their own
- Homework: "Gender in the World Around Us," - one per student

LEARNING OBJECTIVES:

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

1. Name at least two characteristics that are stereotypically attached to boys, and two that are stereotypically attached to girls. [Knowledge]
2. Describe their own feelings about behaviors being ascribed to a particular gender. [Affect]

***Note to the Teacher:** This lesson is designed to look at social roles and characteristics assigned to people based on their gender. It is intentionally set up to explore the gender binary, so the use of "boys" and "girls" is intentional.*

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Ask the students, "When a baby is born, what is the first question we tend to ask?" Probe for, "Is it a boy or a girl?" Once you have heard this response, ask, "And to answer this question, where do we look - at the baby's nose?" If students don't feel comfortable responding (they may giggle because they know the answer but may not feel like they can say it), feel free to say, "We look at their genitals. If we see a penis, people will say 'it's a boy!' and if we see a vulva, people will say, 'it's a girl!' That moment will probably determine how the people in that baby's life will interact with that child." (2 minutes)

STEP 2: Say to the class, "Imagine for a moment that an alien landed from outer space who's doing some research on different creatures on our planet. One of these creatures the alien is researching is called (write the word "Boys" on the board or on a sheet of flipchart paper) a 'boy'. How would we describe to someone who's never encountered a boy before what boys are like?"

Gender Roles, Gender Expectations

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Ask the class to shout out answers to your prompt, “Boys are...,” telling them they shouldn’t worry about how any of them sound. Write all of the responses on the board or flipchart sheet. As you write, repeat the phrase, “boys are...” to continue to prompt the students. Continue to write until you have filled the flipchart sheet or board.

Thank the students for creating the list. Then say, “The alien appreciates all of the data you have shared. It just needs a bit more data before it heads back home. The alien would also like to be able to describe what (write the word “Girls” on the board or on a sheet of flipchart paper) a ‘girl’ is like. How would we describe to someone who’s never encountered a girl before what girls are like?” As before, ask the class to shout out answers to your prompt, “Girls are...,” telling them they shouldn’t worry about how any of them sound. Write all of the responses on the board or flipchart sheet. As you write, repeat the phrase, “girls are...” to continue to prompt the students. Continue to write until you have either filled the sheet of newsprint or have two columns filled with words that are as close to equal in length to what was generated by the class for the “boys are” list.

Thank them for their work, and let them know that the alien has left happy with all its data. (20 minutes)

STEP 3: Ask the students to look at both lists. Ask, “What do you notice about the two lists?”

Note to the Teacher: Since these lists are generated by the students, what is shared can be different each time you do the activity. In some cases, there will be all positive things about one of the genders, and all negative things about the other. In other cases, it will be a mix.

Possible responses depend on what is recorded on the sheets. For example, “There are a lot of negative things about girls and more positive things about boys,” or “The stuff about boys seems to focus on _____, while the stuff about girls seems to focus on _____.”

As the students identify themes they have noticed, ask, “Are there things on these lists that are stereotypes? That apply to some, but not all, boys or girls?” The students will acknowledge that, yes, this is the case.

Go to the boys list. Ask, “Are there things on this list that can apply to girls?” An example of this might be, “be athletic.” Ask, “Is it okay if a girl is [athletic; funny; strong]?” The class is likely to say it is.

Then go to the girls list. Ask, “Are there things on this list that can apply to boys?” An example of this might be, “Be sensitive.” Ask, “Is it okay if a boy is [sensitive; sweet; dramatic]?” The response to this will be mixed; girls will be more likely to say it is okay for guys to express themselves in different ways, while boys will be more likely to say certain things are not okay for boys to be or do. Lastly ask, “How does this impact students who are transgender or gender non-conforming?”

Note to the Teacher: The most important question you can ask as you process these lists is, “Why do you think this is?” In asking them to reflect on what they generated on the lists, you help them to challenge the gender norms that have been taught to them from their earliest ages.

In addition, learned homophobia is likely to come up – where boys in particular will say that doing something on the “girl” list means that a boy is “gay.” Again, challenge this idea by asking, “Why?” and pointing out that they didn’t say the same about girls doing something that was on the boy list. (15 minutes)

Gender Roles, Gender Expectations

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STEP 4: Ask the students to take out a sheet of paper. On the front board, write the phrase, “If I were a _____, one thing I’d do that I can’t do now is...” Say, “We’ve talked a bit about how we act – or are supposed to act or be – based on our gender. This is only the beginning of what’s a really complex topic. What I’d like you to do now is think about what you perceive would be different if you were a different gender.”

Ask them to copy down this phrase, fill in the name of a gender they are not and think about how they’d finish that sentence. Once they have come up with some ideas, ask them to complete the sentence stem with three things they perceive they’d be able to do if they were a different gender.

Ask whether any of the students would volunteer to read one of the ideas. After a few students have gone, ask them to write their names at the top and hand in their sheets. (8 minutes)

STEP 5: Explain the homework assignment: that they are to go home and do a mini scavenger hunt to find at least one thing that fulfills a stereotype for a particular gender, and one that breaks a stereotype for a particular gender. Let them know they can use technology as they wish; for example, taking a photograph using a smart phone or tablet. Explain that if they only have one gender represented in their homes, they can provide an example from a favorite tv show, book or something they’ve seen online. Distribute the homework sheets and close the class. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The students’ participation in the all-class brainstorm and discussion that follows will help the teacher fulfill the first learning objective. The homework assignment will measure the second learning objective.

HOMework:

“Gender in the World Around Us,” a worksheet they are to complete at home in which they provide examples of gender role stereotypes where they live.

Homework: Gender in the World Around Us

Name: _____ Date: _____

Instructions: Go around your home and find examples of things or people that fulfill gender role stereotypes – for example, girls or women doing the kinds of things the class identified as being “for girls” or boys or men doing the kinds of things the class identified as being “for boys.” You can take pictures of these and attach them to your homework sheet, or provide examples from tv shows, books, the internet or just people who live at home or visit you.

Example One: _____

Example Two: _____

Now, find two examples of girls or women doing things that would more likely be listed on the “boy” list. Again, you can take pictures of these and attach them to this sheet, or provide examples in the space provided.

Example One: _____

Example Two: _____

Now, find two examples where boys or men are doing things that would more likely be listed on the “girl” list. Again, you can take pictures of these and attach them to this sheet, or provide examples in the space provided.

Example One: _____

Example Two: _____

Who do you think has more flexibility around gender, boys or girls? _____

Why do you think that is? How do you feel about it? _____

Understanding Boundaries

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NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.IC.2 – Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

PS.8.CC.3 – Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.

PS.8.CC.4 – Explain why a person who has been raped or sexually assaulted is not at fault.

TARGET GRADE: Grade 6
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- White board or flipchart, markers
- White board or flipchart pad
- Masking tape
- Worksheet: “Setting and Respecting Boundaries” – one copy for every three students
- Homework: “What’s Your Advice?” – one per student
- One letter-sized envelope
- National Sexual Assault and Prevention Hotline/Website sheets, individually cut and placed in the envelope - one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Print out a copy of the National Sexual Assault and Prevention Hotline/Website sheet, and cut into individual squares. Place these in an envelope.

LEARNING OBJECTIVES:

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

1. Define what a boundary is, with an emphasis on personal boundaries. [Knowledge]
2. Demonstrate how to be clear about one’s own and show respect for others’ boundaries. [Knowledge]
3. Demonstrate an understanding that no one has the right to violate someone else’s boundaries, and that doing so may be against the law. [Knowledge]
4. Name at least one resource to whom they can report sexual assault or rape. [Knowledge]

***Note to the Teacher:** The topic of this class can sometimes lead to a student discussing abuse or assault they have experienced, or that someone else in the class or school has experienced. If a student were to share an example during class, you will have to take action according to your school’s policies and state law. Please see our Teacher Background materials about how to manage this in the classroom were it to happen.*

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Ask the class whether they’ve ever heard the term “boundary” before. After they have responded, explain that a boundary is a limit placed on something. It can be an actual physical boundary –

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like if one were to come upon a sign that read, “Do Not Enter” – or a rule about how society works – like the law that says people can’t drive cars or vote until they’re a particular age.

Explain that today’s lesson is going to focus on personal boundaries. These are the boundaries we set for ourselves relating to what we are and aren’t comfortable with. Ask whether any students can provide examples of personal boundaries? Probe for: physical contact (hugging, kissing); keeping your personal space around you/not being crowded; language (when people use language that others find offensive, that also violates a boundary); when someone uses or borrows your stuff without asking, etc.

Ask the students to provide an example of a physical boundary they have. Then ask whether anyone has ever had someone not respect their physical boundaries, and how that felt. Finally, ask whether anyone is willing to share a time when they didn’t respect someone else’s boundary. If they give an example, ask them to describe why, if they can recall, they did that, how they knew they’d gone over that boundary and what the other person did in response. If no one has or is willing to provide an example, talk about when an adult family member expects a hug or a kiss and you don’t feel like hugging or kissing that person yet are expected to. Another example is a younger person being told they need to share their stuff with a younger sibling when they don’t want to. (10 minutes)

STEP 2: Explain, from the examples given, that clearly people don’t like it when they have a boundary and someone else doesn’t respect that boundary. Tell the students that as they get older and end up having a boyfriend or girlfriend, the issue of boundaries is going to have to do with sexuality, which can make them more sensitive to discuss.

Break the class into groups of 3. Tell them you are going to give them a worksheet with some scenarios on them. Ask them to complete the sheets in their groups. Distribute one sheet per triad, telling them they will have about 10 minutes in which to complete them. (15 minutes)

STEP 3: After about ten minutes of working, ask for the class’ attention and ask a volunteer to read the first example. Ask different groups to share what they thought about how each person in the scenario responded, as well as what they could have done differently. As students respond, write key words on the board or flipchart paper to reinforce effective communication about boundaries. Examples of these might include: “be clear,” “stop when someone says no,” “be direct but try not to be mean about it,” etc.

Have a different student read the second example aloud and again ask for volunteers from different groups to share their responses to the two questions. If they refer to something already written on the board, write a check mark next to that term/ phrase; if they contribute something new, add it to the list. (15 minutes)

Note to the Teacher: Depending on the type of class you have, you may wish to have students actually role play these scenarios at the front of the class so they can see these suggestions in action to determine what was most useful or helpful and why.

STEP 4: Ask the students to look at what’s on the board and describe what themes or lessons they notice in what’s written, probing for the importance of knowing and being clear about what your boundaries are, and of finding out what someone else’s boundaries are and respecting them, including if they were to change.

Say, “These are pretty low-key behaviors and boundaries we’re discussing – but it can get

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far more serious than this.” Ask the students whether they have ever heard the terms “rape” or “sexual assault” before, and if so, what they understand it to be. Probe for, “it is when someone forces another person to do something sexual that they don’t want to do.” Explain that rape usually involves some kind of forced sex – vaginal, oral or anal – but that if a person does other sexual things to another person who didn’t want to do those things, it’s considered sexual assault or abuse, and is just as wrong as rape is.

Explain, “Rape and sexual assault are extremely serious because they can hurt someone physically and emotionally. They are not just wrong, they are crimes. So if you aren’t sure what another person’s boundaries are – or, like Max, push it a bit to see if the other person will change their mind – you may end up committing a crime. This is another reason why clear communication is so important – if you’re not sure how someone else is feeling or what they want to do sexually, just ask. If you don’t like what you’re doing sexually with another person, say you want to stop – and then stop.”

Finally, tell the class, “The most important message I’d like you to walk away with is that the person who doesn’t respect boundaries – the person who pushes it or assaults or rapes another person – is always responsible for what happens. If someone says ‘no,’ you need to stop what you’re doing. If you don’t like what someone is doing, you need to say ‘no’ really clearly. If someone does sexually assault or rape another person, it is never the fault of the person who has been assaulted or raped. The abuser or rapist is always in the wrong – it doesn’t matter what the person who was raped was wearing, or whether they knew each other, were a couple or had done something sexual together before. No means no – every single time. Even if someone is silent, they have not given consent.” (7 minutes)

STEP 5: Take the envelope with the individual squares that contain the sexual assault hotline and website on them, and begin to walk around the room, giving one to each student. As you walk, say, “It’s always best if you can talk with a parent/caregiver about something serious that’s happened to you or someone you know. You can also always talk with another trusted adult, like someone here at school. But sometimes, people – both kids and adults – find it really hard to talk about sexual assault. That’s why there’s this hotline, which you can access by calling or going online. In the end, it doesn’t matter who you talk with about this – what matters is that you tell someone so that it stops and so that person can’t do it to anyone else.”

Distribute the homework sheet, “What’s Your Advice?” and ask them to complete it and bring it to the next class. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The content messages of the learning objectives are provided in the teacher’s lecturette; the small group activity will help the teacher assess learning objectives one and two; three will be assessed by observation during the last discussion. The homework will provide an opportunity to assess individual understanding as they relate to objectives one and two.

HOMEWORK:

Worksheet in which two different scenarios are given and the students have to respond directly to the situations described.

Setting and Respecting Boundaries

Instructions: Please read each example and discuss in your groups how you think the characters should handle each situation. Elect one person to be the writer and have that person record your answers in the space provided.

1. Amy and Jesse are one of the first couples in 7th grade. Amy loves that everyone knows they're a couple, and always holds Jesse's hand in the hallway or puts her arm around Jesse. Jesse really likes Amy, but has never been a really physical person and doesn't like the public touching. The next time Amy sees Jesse at school, she wraps her arm around Jesse's waist, gives a gentle squeeze and says, "Hi!" Jesse, embarrassed, says, "You don't have to do that every time we see each other." Amy pulls back immediately, says "fine" and walks away.

How do you think Jesse handled this? What could/should Jesse have done differently?

How do you think Amy handled this? What could/should Amy have done differently?

2. Max and Julia spend a lot of time together now that they're a couple. When they find some private time alone, they like to kiss a lot. Max really wants to do something more, and so the next time they're alone together, he tries to pull Julia's shirt up and reach for one of her breasts. She pulls it back down and says, "No," but keeps kissing Max. He tries again, and she says, "Max, no." Max remembers seeing in a movie that if you keep trying, sometimes the other person gives in – so he tries again. Julia pushes him off, stops kissing him, and says, "I'm going home" and leaves.

How do you think Max handled this? What could/should Max have done differently?

How do you think Julia handled this? What could/should Julia have done differently?

[illegible]

Homework: What's Your Advice?

Name: _____ Date: _____

Instructions: Read each of the situations described below. Then write down what you think the best advice is for the people seeking your help.

1. A friend comes to you and says they really needs to talk to you about something. They say that someone you both know at school cornered them in the bathroom when no one else was there and touched them between their legs, saying, "I know you want it." What would you tell her to do?

2. A guy you know has a girl who really likes him – she's all over him at school, but he's less interested. He doesn't want to hurt her feelings, so he doesn't say anything directly to her, but he really doesn't like her like that. He comes to you because she said if he doesn't make out with her, she's going to tell everyone he's gay. What would you tell him to do?

Communicating about a Sensitive Topic

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NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.IC.1 – Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors.

TARGET GRADE: Grade 6
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheets: "Be Assertive!" – one per every two students
- Answer Key: "Be Assertive!" – one copy for the teacher
- Homework Assignment: "Be Assertive!" – one copy per student
- Pencils in case students do not have their own
- Newsprint - three sheets
- Markers
- Masking tape

ADVANCE PREPARATION FOR LESSON:

- Prepare three sheets of newsprint, each of which should have one of the following terms and their definitions: "Passive -- when a person doesn't stand up for themselves or say what they want in a situation," "Aggressive -- when someone says what they want in a way that doesn't respect or even threatens the other person," "Assertive -- when one person communicates about their wants and needs respectfully, considering the other person's wants and needs."

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

LEARNING OBJECTIVES:

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

1. Define three types of communication: passive, assertive and aggressive. [Knowledge]
2. Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something sexual with them. [Knowledge, Skill]
3. Demonstrate an understanding of how to communicate assertively about one's own decision to wait to engage in any shared sexual behaviors. [Knowledge, Skill]

PROCEDURE:

STEP 1: Ask the students, "Have you ever had a misunderstanding with a friend or family member about something you or the other person said?" If they respond yes, ask for some examples. Point out, as appropriate, when the examples given are examples where communication was the issue, not what was said. If there aren't any examples that reinforce that point, say, "You've given some good

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examples. One thing we're going to talk about today is how it's not always what we say to people, but how we say it that makes a difference in a situation." (3 minutes)

STEP 2: Reveal the first newsprint sheet with the word "passive" and the definition. Ask one of the students to read it aloud to the class. Say, "Let's have an example. Say someone asked you to go to a movie you really don't want to see. If you were passive, how might you respond?" Let a few students try, listening for passive responses. If they do not quite get it, provide the following examples:

"Well, I kind of don't want to see that movie, but if you want to we can."

"Um, maybe? I've kind of seen it, but I guess I could see it again."

Point out the passive aspects of the responses. Emphasize that, in the end, what the passive person wants is not being equally considered along with the other person.

Reveal the second newsprint sheet with the word "aggressive" and the definition. Ask a different student to read it aloud. Say, "Let's use the same example – someone asks you to go to a movie you really don't want to see. How do you tell them you don't want to see it in an aggressive manner?" After students have given a few responses, feel free to supplement with these examples:

"Um, NO – we're not going to see that movie, we're going to see THIS one."

"You really want to see THAT movie? What are you, like 5 years old?"

Point out the aggressive aspects of the responses. Emphasize that, while an aggressive response may get that person what they want, they've hurt the other person unnecessarily. Explain that when someone responds aggressively to us, it can make us feel bad about ourselves – or, depending on how aggressive the person is being, even a bit scared. That's not a very respectful way to treat other people.

Reveal the third newsprint sheet with the word "assertive" and the definition. Ask a different student to read it aloud. Say, "Let's use the same example – someone asks you to go to a movie you really don't want to see. How do you tell them you don't want to see it in an assertive manner?" After students have given a few responses, feel free to supplement with these examples:

"I'm not really interested in that movie – are there any others you've been wanting to see? What about this one?"

"I'm not up for a movie – what else do you feel like doing?"

Point out the assertive aspects of the responses. Emphasize that it's okay to disagree with someone or to propose something different from what they want – but how you do it is important. (7 minutes)

STEP 3: Ask the students whether they have ever heard the word "abstinence" before. Ask them what they have heard, or what they understand it to mean. Tell them that "abstinence" refers to deciding not to do something for a period of time. Explain that people can choose to abstain from all sorts of things throughout their lives. For example, when people go on a

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diet, they may abstain from eating sugar for a period of time. Then, they might start eating it again in small amounts. That lets them enjoy dessert without experiencing the negative consequences that can come from eating too much of them.

Tell the students that for this next activity you are going to focus on abstinence from sexual behaviors. That means waiting to have vaginal, oral or anal sex.

Say, “In my other example, I talked about choosing to abstain from sugar to minimize the negative ways it can affect the body. Can anyone think of reasons why someone might choose to abstain from the sexual behaviors I just mentioned?” Probe for:

- They don’t want to get pregnant or get someone pregnant
- They don’t want to get an STD or HIV
- They don’t feel like they’re old enough/ready

Note to the Teacher: *Some students may say “because it’s wrong” or “because it’s a sin.” Although these are valid reasons for some students, it is important to avoid shaming those who do have sex. Simply adding the word “some” – “some people have been taught that it’s a sin, although not everyone is religious or belongs to the same religion” – can ensure that that student is heard while minimizing the judgment placed on those who may end up having a different experience.*

After you have heard the reasons given, say, “These are all good reasons. Remember the example I gave about sugar? Some people who choose to abstain from eating sugar do it so that when they do start eating it again they are being careful about their health overall. That’s because foods with sugar taste really good – and as long as we eat them in moderation and balance them with other healthy foods, eating sweet food, for some people, is a part of enjoying their lives.

Same thing here with sex. People who choose to abstain from sex usually end up having sex at some point in their lives. That’s because sex between two people, when both people are ready physically and emotionally, have said they wanted to do it and are ready to protect themselves from unwanted pregnancy and/or disease, can feel good and bring a couple closer. But just like with other things in our lives that help us feel good, we need to think about how and when to do them.

For the purposes of this next activity, I’m going to ask you to imagine that you are in a future relationship with someone who wants to have some kind of sex with you. You know you are not ready to have sex, but you really like this person and would like them to be your girlfriend or boyfriend. We’re going to practice how you can tell them you want to wait without hurting their feelings or feeling bad about your decision.” (10 minutes)

STEP 4: Break the students into pairs. Ask them to pretend someone is asking them to have some kind of sex, and they don’t want to. On the sheet are some sample ways of saying “no” to someone who wants to have sex when you don’t. Tell them to read through each and talk about whether that response is passive, aggressive or assertive. Once they’ve decided, they should circle the answer on the sheet.

Then, if the statement is NOT assertive, they should work together to re-write the response to make it assertive. Tell them they will have about 10 minutes in which to do this.

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Distribute the worksheets. As students work, walk around and listen to their discussions to be sure they understand the activity. (13 minutes)

STEP 5: After about 10 minutes, ask students to stop. Go through each of the answers, asking different students to share their responses. Use the Teacher's Guide: Be Assertive! as a reference to provide assertive responses if students are stuck. (15 minutes)

STEP 6: When there are 5 minutes left in the class, stop and tell them about the homework assignment. Explain that they are to go home and "teach" a parent/caregiver the difference between passive, assertive and aggressive communication. Then their parent/caregiver will answer a few questions on the homework sheet, which the students should bring back to their next class session. Distribute the homework sheets and collect the completed "Be Assertive!" worksheets. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The worksheet activity will ascertain whether students understand what passive, assertive and aggressive communication are and what the differences between them are which achieves the first two learning objectives. The homework will further reinforce and provide assessment of understanding based on how well they communicate the lessons to their parent/caregiver.

HOMEWORK:

Students are to go home and "teach" a parent/caregiver what they learned. The parent/caregiver is to complete the "Be Assertive!" homework sheet provided, which the student is to bring with them to the next class

BE ASSERTIVE!

Worksheet

Instructions: Pretend that someone is pushing you to have sex with them, and you want to wait. The following statements are possible responses to that pressure.

Circle whether each statement is PASSIVE, AGGRESSIVE, or ASSERTIVE. If it's not assertive, write a response that is.

1. I don't want to have sex with you, grow up!

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

2. Listen, having sex means taking risks – and I'm not willing to risk my health and my future like this.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

3. If all you can think about is sex, there's something wrong with you.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

4. I'm not ready to have sex right now. But I really like it when we kiss a lot.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

5. I guess we could hang out at your place – I mean, I'm really uncomfortable about your parent(s) not being there, but if you really want to, I'll come with you.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

Adapted from an activity in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing

BE ASSERTIVE!

Answer Key

Pretend that someone is pushing you to have sex with them, and you want to wait. The following statements are possible responses to that pressure.

Circle whether each statement is PASSIVE, AGGRESSIVE, or ASSERTIVE. If it's not assertive, write a response that is.

1. I don't want to have sex with you, grow up!

PASSIVE, **AGGRESSIVE**, or ASSERTIVE?

ASSERTIVE: I don't want to have sex, but I really like you. Let's talk about what else we can do together that doesn't include sex.

2. Listen, having sex means taking risks – and I'm not willing to risk my health and my future like this.

PASSIVE, AGGRESSIVE, **ASSERTIVE?**

3. If all you can think about is sex, there's something wrong with you.

PASSIVE, **AGGRESSIVE**, ASSERTIVE?

ASSERTIVE: I'm curious about sex, too – but I feel like you talk about it a LOT and it makes me feel like there's something wrong with me.

4. I'm not ready to have sex right now. But I really like it when we kiss a lot.

PASSIVE, AGGRESSIVE, **ASSERTIVE?**

5. I guess we could hang out at your place – I mean, I'm really uncomfortable about your parent(s) not being there, but if you really want to, I'll come with you.

PASSIVE, AGGRESSIVE, ASSERTIVE?

ASSERTIVE: I love hanging out with you, but I'm not comfortable doing that when no one else is home. Want to come to my place instead?

Adapted from an activity in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing

BE ASSERTIVE!

Homework

Student Name: _____

Date: _____

Dear Parent/Caregiver: Today, your child learned the differences between passive, assertive and aggressive communication. Your child is going to teach this to you. Once you have learned this, please answer the following questions:

1. According to your child, what is the difference between passive, assertive and aggressive communication?

2. Of the three, which is the one that shows the most respect for both people involved?

PASSIVE

AGGRESSIVE

ASSERTIVE

3. Of the three, which one often ends up hurting the other person or making them feel bad?

PASSIVE

AGGRESSIVE

ASSERTIVE

4. Of the three, which one doesn't help you communicate what you want or need clearly?

PASSIVE

AGGRESSIVE

ASSERTIVE

Thank you for your time!

Parent/Caregiver signature: _____

More Than Friends: Understanding Romantic Relationships

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.CC.3 – Analyze the similarities and differences between friendships and romantic relationships.

TARGET GRADE: Grade 6
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Olivia and Dylan handout – one per every three students
- Aaron and Sophie handout – one per every three students
- Homework: “Relationships on TV” – one per student
- White board
- White board markers of at least two different colors
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

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

1. Describe at least two characteristics of a friendship, and two characteristics of a romantic relationship. [Knowledge]
2. Identify at least two similarities and two differences between friendships and romantic relationships. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Tell the students that you are going to be talking about different kinds of relationships. Divide the class into groups of 3, and as they are getting into their trios, walk around and distribute one copy of the case study, “Aaron and Sophie,” to each trio. (3 minutes)

STEP 2: Once everyone has gotten settled, ask for a volunteer to read the story aloud to the class. Tell them that they will have about 10 minutes to answer the questions on the worksheet as a group. Ask them to decide who in their group will be the recorder, and have that person put all three group member names on the top of the sheet. (12 minutes)

STEP 3: When students seem to be close to finishing, distribute the second case study, “Olivia and Dylan.” Ask for a different student to read that story aloud. Ask the students to, once again, have their recorder write the group names on the top of the sheet, and then discuss and respond to the question. They will have 10 more minutes to work on that sheet. (12 minutes)

STEP 4: After 10 minutes have passed (or the students have finished working), say, “Let’s start with Aaron and Sophie. What kind of relationship would you say this is?” Students will likely say, “friends” or “friendship” or “best friends;” write “friendship” on the board. Ask,

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“How do you know this is a friendship?” Probe for the actual characteristics. For example, someone might say, “Because they’re really close?” Ask, “How do you know they are close? What about what you read here shows they are close?” Ask the students to read their responses from their worksheets. Facilitate the discussion for these possible responses, proposing them if they are not mentioned:

- Talk about a lot of things
- Spend a lot of time together
- Are honest, even when it’s hard to be
- Fight but make up
- Stick up for each other
- Support each other by going to each others’ events
- Feel jealous

Once the list is created, go through each, asking the students which they’d consider to be positives, and which negatives. Put + signs and – signs next to the various characteristics accordingly. If there is disagreement, put both a plus and a minus sign, and talk about how/ why each could be positive or negative. Discuss when something that seems to be a positive can turn into a negative, such as spending too much time together, or are honest in ways that end up being hurtful. (6 minutes)

STEP 5: Next, say, “Now let’s look at Olivia and Dylan. What kind of relationship would you say this is?” Students will likely say, “a relationship” or “boyfriend/ girlfriend.” Write the words, “Romantic Relationship” on the board. Ask the students to share the characteristics from their worksheet that describe this romantic relationship and write them beneath the words “Romantic Relationship.” Facilitate the discussion for these possible responses, proposing them if they are not mentioned:

- Have their friends talk for them rather than speaking directly
- Spend a lot of time together
- Get jealous
- Feel they have the right to do/know certain things (e.g., checking the other person’s phone)
- Make assumptions about what the other person is feeling
- Kiss and do other sexual things
- Find creative ways of getting noticed

Once the list is created, again go through each, asking the students which they’d consider to be positives, and which negatives. Put + signs and – signs next to the various characteristics accordingly. If there is disagreement, put both a plus and a minus sign, and talk about how/ why each could be positive or negative. Discuss when something that seems to be a positive can turn into a negative, such as spending too much time together, or checking up on the other person nonstop. (6 minutes)

STEP 6: Ask the students to look at the two lists and tell you what they notice about them. Depending on what is generated, they may notice similarities or differences. For the characteristics on both the positive and the negative lists that are similar, circle them in the same-color whiteboard marker. Once they have this visual, ask the following questions:

- What do you think are the main differences between a friendship and romantic

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- relationship?
- How do you know when you're in a friendship or romantic relationship? Does something sexual have to happen? Or can you have a boyfriend or girlfriend without doing any of that?
- Do you think it's easier having a friend or a boyfriend/girlfriend? Why? If there are these [indicate the list on the board] similarities, how is being in one kind of relationship different from the other? (8 minutes)

STEP 7: Say, "People tend to think of friendship and romantic relationships as really different – but as you just saw, there are some similarities, too. The question for everyone to think about is, would you expect a romantic partner to behave in ways – aside from sexually – that a friend wouldn't, or vice versa? Are there things you've learned from being in a friendship – such as being able to talk about what's going on – that you can use in your relationships?"

Explain the homework and distribute it to students, asking them to complete and return it next class. (3 minutes)

***Note to the Teacher:** The Dylan and Olivia example is intentionally gender neutral. This can provide a good opportunity to discuss same-sex relationships. As time allows, you can tell the students you notice they assumed Dylan was a boy (if they did). Some students will notice the lack of pronouns and ask right away, "Are they two girls?" As part of the facilitation, you can ask, "How is being in a relationship different for two boys or two girls?" as well as, "What if Dylan was transgender? How might that affect the scenario?"*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Having the students put all the group members' names on both case studies and collecting them will fulfill the first learning objective. The large group discussion after the small group work will help teachers assess the achievement of the second learning objective. The homework assignment will help to address both.

HOMEWORK:

"Relationships on TV" – instruct the students that they are to watch a tv show that has both friendships and romantic relationships depicted and complete the assignment about what they see.

Case Study: Aaron and Sophie

Names: _____

Instructions: Please read the following story and respond, as a group, to the questions listed beneath it.

Aaron and Sophie have lived down the hall from each other in the same apartment building since they were little kids. They have played together, stuck up for each other, fought with each other, played house and doctor and Xbox and American Girl dolls. Their parents gave them keys to each others' apartments and they come and go from each place as if they had two places to live. If something bothers either of them – even if it's something the other one did – they talk about it right away. Sophie is probably the only person outside of his family who's seen Aaron cry, and Sophie has told Aaron more about her dreams for the future than she's told her own sister. They do homework together and go to each others' events at school (Aaron is in the jazz band and Sophie plays soccer). Now that they're in the 8th grade, they have started liking other people as more than friends, and both would like to have a boyfriend or girlfriend. They talk with each other about who they like or don't like, and about who they can't believe likes them. Sophie really likes someone who's in jazz band with Aaron and even though Aaron doesn't like Sophie as more than a friend, he feels a little jealous. When they hang out later in the day, Aaron tells her, even though it's really hard, about how he's feeling. Sophie tells him she's felt the same, and reminds him that he's her best friend and that nothing will change that. They end up going out for pizza, where they see some other friends and they all have a really nice time together.

What kind of a relationship is this?

What five words would you use to describe their relationship, or how they are with each other?

1. _____
2. _____
3. _____
4. _____
5. _____

Looking at those words, which would you say are POSITIVE, and which are NEGATIVE?

Please put a "+" next to the ones you think are positive, and a "-" next to the ones you think are negative.

Case Study: Olivia and Dylan

Names: _____

Instructions: Please read the following story and respond, as a group, to the questions listed beneath it.

Olivia is a newer eighth grade student, having just moved to the area over the summer. The first day of school, she notices Dylan, and thinks Dylan is kind of cute. Dylan sees Olivia and thinks she's cute, too. Olivia has already met a few students so Dylan asks someone to ask those students what they know about Olivia – especially whether she likes anyone. Olivia hears that Dylan's been asking about her and decides to find excuses to walk past Dylan's locker. Dylan pretends not to see her, until one day, Olivia pretends to trip and drops her books. Dylan helps her pick them up, they start talking, and decide to hang out after school. This leads to hanging out a few more days that week, texting and FaceTime every night, and finally, one afternoon when they're watching a movie, a kiss. Officially a couple, they spend as much time on their own as they can, kissing and touching each other. Everything's going great, although Olivia feels like other students are now interested in Dylan since they became a couple. She doesn't say anything because she doesn't want to seem jealous (even though she is). Dylan doesn't get why Olivia seems mad about something. She even asked to borrow Dylan's phone "to look something up," but then went through Dylan's texts. Dylan didn't like that, but didn't say anything. Besides, Olivia kissed Dylan when she returned the phone and that always fixes things! One afternoon, Olivia says, "So... you want to?" Dylan doesn't know what she's talking about, but doesn't want to show it so just nods and keeps kissing her. When Olivia starts taking off her clothes, Dylan realizes what's about to happen – but isn't sure it should. "Should I say something? Shouldn't we talk about it more first?" – all these thoughts start going through Dylan's head. Dylan's phone rings, and it's Dylan's mom saying she needs Dylan to come home. Dylan kisses Olivia and says, "You're so beautiful, I'll text you later," and runs out.

What kind of a relationship is this?

What five words would you use to describe their relationship, or how they are with each other?

1. _____
2. _____
3. _____
4. _____
5. _____

Looking at those words, which would you say are POSITIVE, and which are NEGATIVE?

Please put a "+" next to the ones you think are positive, and a "-" next to the ones you think are negative.

Homework: Relationships on TV

Name: _____

Date: _____

Instructions: For this assignment, you have to watch tv! Please watch a show you already know and like that has at least one friendship and one romantic relationship in it. Then complete the worksheet below.

Name of Show: _____

1. Describe one of the friendships depicted on the show. What characteristics that we discussed in class did you see shown? Were there any shown that we didn't mention in class? If so, list those below and then decide if you think those were positive or negative characteristics. What made them positive or negative?

2. Describe a romantic relationship you saw on the show. What characteristics that we discussed in class did you see shown? Were there any that we didn't mention in class? If so, do you think those were positive or negative characteristics? What made them positive or negative?

3. If you were to describe one lesson the people in the romantic relationship could learn from the ones in the friendship – or the other way around – what would it be?

Liking and Loving – Now and When I’m Older

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

Fostering responsibility by respecting young people’s rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.CC.4 – Describe a range of ways people express affection within various types of relationships.

PR.8.CC.1 – Define sexual intercourse and its relationship to human reproduction.

PR.8.CC.2 – Define sexual abstinence as it relates to pregnancy prevention.

TARGET GRADE: Grade 6
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Chalk or markers for the chalk or white board – at least three of either
- Pencils in case students do not have their own
- Exit slips, one half-sheet per student
- Homework: “A Conversation about Sex” – one set per student

ADVANCE PREPARATION FOR LESSON:

- Photocopy the exit slip page, cut each in half so that each student will receive one.

LEARNING OBJECTIVES:

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

1. List at least three non-sexual activities people can do to show others they like or love them. [Knowledge]
2. Describe the three types of sexual intercourse, including whether/how they are related to human reproduction. [Knowledge]
3. Define “abstinence” and its connection to pregnancy prevention. [Knowledge]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Start the class by writing the term “affection” on the board. Define the term as “our feelings of liking and love for others.” Ask, “Who are people we might feel affection for?” After a few examples have been given, ask the students to think about the ways they show affection for these people – how do we let people know we like or love them? What have they done to let us know they care about us?

Ask the students to think of family members, friends -- or if they’ve started liking someone as more than a friend, that person. Tell them to write down 3 different ways they have shown affection for those people on their index card. Ask them to please not show their cards to any other students.

Write an example on the board from your own life that does not

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disclose anything too personal. For example, “Growing up, we showed each other affection by taking the time to have meals together as a family.” Then write on the board “Share meals.” (8 minutes)

STEP 2: Split the class up into two groups and have them line up in two different lines that are perpendicular to the board in order of their birthdays. (Note: Dividing them in this way just makes for random teams. If you are worried about time, simply divide the class in half). Make sure they bring their index cards with them, and remind them not to share them with others. Tell that when you say “go,” the first person from both lines is to come up to the board and write down one of the things on their list. The catch is that if someone in their own group has already written what they were going to write, they have to go to the second thing on their list; if that’s there as well, they have to use the third one on their list.

***Note to the Teacher:** If a student in your class is physically challenged, adjust the timing to ensure that student and the student on the other team begin at the same time. If the physical challenge completely impedes their participation, other options include having them tell another student their idea and that student will go twice. Or, the physically challenged student can serve as the time keeper.*

Instruct the students that if all of the examples on their card have been used, they should sit down. Then the remaining students will keep going until everything on all the cards have been represented without duplication.

***Note to the Teacher:** You will need to scan the individual lists on the board to ensure there is no repetition; the students will likely help you with that.* (15 minutes)

STEP 3: Ask a volunteer from each team to read through their team’s list. Circle or place a check mark next to anything that appears on both lists. Process the activity with the students by asking the following questions:

“Why do we do these things for people?”

“How do these things show that we like/love other people?”

Summarize by saying, “In the end, liking and loving – as well as being liked/loved -- feels good. Doing these things with or for people we care about feels good. (14 minutes)

STEP 4: Explain to the students that when they get older, they may have a boyfriend or girlfriend. Tell them that when they are in those kinds of relationships there may be different ways they will want to express their affection or love – which may be doing something sexual together. Explain that some of these behaviors may be more appropriate for younger people (e.g., kissing, holding hands, etc.), while others are more appropriate when they are older.

Say, “One behavior that people your age should wait to do together until they are older is ‘sexual intercourse.’ How many people have heard this term before? What have you heard it means?” Have a few students respond, validating what is correct.

Let’s think only about vaginal sex for a moment. What is something that can happen as a result of vaginal sex?” If they do not mention it, say that it can cause a pregnancy. Say, “When semen, which is the fluid that comes out of a penis that contains hundreds of millions of sperm, gets inside a vagina, there is a chance for pregnancy. In addition, vaginal

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Responsibility: A K-12 Curriculum*

or oral or anal sex can put one or both partners at risk for a sexually transmitted disease, or ‘STD.’ You’ll learn more about both pregnancy and STDs later. Just keep in mind that getting pregnant/causing a pregnancy and dealing with an STD are really big things. That’s why it is best to wait to do any of these behaviors.”

Explain that when a person waits to do something until they are older, or until some other time, it is called “abstinence.” Say, “Abstinence doesn’t mean you will never do that thing. When it comes to sexual behaviors, it’s the only 100% sure way for you to avoid getting pregnant, getting someone pregnant, or getting or giving someone an STD.” Refer back to the lists on the board. Say, “And remember, there are lots of ways you can show other people you like or love them that don’t involve doing something sexual with those people.” (8 minutes)

STEP 5: Distribute the exit slips, and ask each student to complete them and hand them in. Provide the homework, telling them that one sheet is to be completed by a parent/caregiver, and one by them, after which they should discuss their responses together with their parent/caregiver. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The interactive activity on the board gives every student a chance to share something they perceive shows caring/loving, while processing that activity ensures they receive additional ideas. The homework assignment will enable teachers to determine whether the second and third learning objectives were met.

HOMEWORK:

“A Conversation about Sex” worksheets. The parents’ version is to be completed by a parent/caregiver, while the students’ version is to be completed by the student. Then the two are to compare and have a conversation about their responses, after which they will, together, complete the “How’d We Do?” worksheet.

HOMEWORK: For Students: A Conversation about Sex

Student Name: _____

Instructions: Please complete this sheet on your own without asking for your parent/care-giver's help. Make sure they have their version of the sheet, too, and that they complete theirs without asking you for help. When you are both done, compare your answers – then complete the attached, “How’d We Do?”

1. We talked today about some of the things that can happen as a result, of having some kind of sexual intercourse with another person. Keeping that in mind, how does a person know when they're ready to have sex?

2. We also talked today about abstinence – waiting until you're older or ready to have some kind of sexual intercourse. What do you think should happen if one person in a relationship wants to have sex, but the other person doesn't?

3. We also talked today about lots of different ways two people can show affection for each other that don't involve any kind of sexual intercourse. What are some things you think are okay for someone to do with their boyfriend/girlfriend in middle school?

HOMEWORK: For Parents/Caregivers: A Conversation about Sex

Parent/Caregiver Name: _____

Instructions: Please complete this sheet on your own without asking your child what they intend to write. Make sure they have their version of the sheet, too, and that they complete theirs without asking you for help. When you are both done, compare your answers – then complete the attached, “How’d We Do?”

1. We talked today about the things that can happen as a result of having some kind of sexual intercourse with another person. Keeping that in mind, how does a person know when they’re ready to have sex?
2. We also talked today about abstinence – waiting until you’re older or ready to have some kind of sexual intercourse. What do you think should happen if one person in a relationship wants to have sex, but the other person doesn’t?
3. We also talked today about lots of different ways two people can show affection for each other that don’t involve any kind of sexual intercourse. What are some things you think are okay for someone to do with their boyfriend/girlfriend in middle school?

HOMEWORK: How'd We Do?

Instructions: Please answer the following questions based on the conversation you just had. Please be sure to bring this sheet with you the next time we have class.

What did it feel like to have that conversation? Why?

Student: _____

Parent/Caregiver: _____

Did you mostly agree on your answers, disagree, or was it a mix of the two?

Mostly agree

Mostly disagreed

It was a mix

What did you do if you disagreed? _____

What's one thing you learned from your parent/caregiver or your child as a result of having this conversation?

Student – I learned that... _____

Parent/Caregiver – I learned that... _____

Signed: Student _____

Signed: Parent/Caregiver _____

Exit Slip: On Your Way Out...

Please complete the following sentence stems and hand them in before leaving class.

One new thing I learned today was: _____

Something I still have questions about is: _____



Exit Slip: On Your Way Out...

Please complete the following sentence stems and hand them in before leaving class.

One new thing I learned today was: _____

Something I still have questions about is: _____

Being a Sex Ed Sleuth

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

AP.8.AI.1 – Identify accurate and credible sources of information about sexual health.

PR.8.AI.3 – Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

PR.8.AI.1 – Identify medically-accurate resources about pregnancy prevention and reproductive health care.

SH.8.AI.1 – Identify medically-accurate information about STDs, including HIV.

TARGET GRADE: Grade 6
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with PowerPoint on it
- PowerPoint presentation titled, "Sex Ed Sleuth"
- LCD projector and screen
- Internet access
- Copies of three Sex Ed Sleuth assignments, each stapled together, one per group of four (or three)
- Handout: Sexual Health Information Websites – one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Print out the question sheets and screenshots – ideally, in color – and staple the pages for each individual website together. Make enough copies for groups of four (or three) to each have one. It is okay for more than one group to have the same website.
- Ask your IT person to make sure you have access to the three websites listed in the Sex Ed Sleuth activity: Sexetc.org, <http://www.greattowait.com> and <http://www.teen-aid.org>.
- Before class, review the content on each of these websites so you are familiar with what is there.
- Before class, open up these three websites so they are ready once the students have done their activity.

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

LEARNING OBJECTIVES:

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

1. Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. [Knowledge]
2. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth-positive. [Knowledge, Skill]

PROCEDURE:

STEP 1: Ask the class, "How many of you have ever gone online to get an answer to a question you had?" After students have raised their hands, ask, "Do any of you have sites you go to for your questions, or do you just search for your question and see what comes up in the

Being a Sex Ed Sleuth

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results?” After a few people have responded, ask, “Whether you go directly to a site, or you just search on your question, how do you determine whether the search results are good ones? There is a lot of misinformation on the internet – and if you rely on sites like YouTube or any of the other sites where people vote on whether they think an answer was good or not, you’re not necessarily going to get reliable information. Even though Wikipedia has improved, it, too, is not always the most reliable resource. What we’re going to do today is talk about how you do find reliable online sources for sexuality-related information – and how you can determine how some sources aren’t particularly interested in getting you the information you need!” (5 minutes)

STEP 2: Start the PowerPoint, “Sex Ed Sleuth.” Ask whether students know what a sleuth is, and if they do not, explain that it is like a detective – someone who looks for clues and information to answer a question or solve a problem.

Go through the first three slides. At Slide 4, say to the students, “What if I wanted to know how effective condoms are? I would likely just Google that question. When I did it, here’s what came up.” Go to slide 5, which is a screen shot of the search results. Say, “So I have over a million results to choose from, and these are the top ones. So which one should I look at?”

Go to slide five, where a few things have been highlighted and go through each, saying:

“So, when I read ‘it’s your sex life,’ it makes me feel like that organization wants me to take responsibility for and care of myself. I’d kind of like that as a teen, I think it’d make me feel really capable and mature. What also stands out even before I click on the link is that it refers to the CDC. The CDC is the Centers for Disease Control and Prevention, and it’s the leading national public health organization in the U.S. It’s also a part of the U.S. government. I know this because the ending – the part that comes after ‘CDC’ is ‘.gov.’ So if I see the CDC mentioned, I know they’ve done their homework and that the information is accurate.

Then I look at ‘WebMD’ and I’m not sure until I’ve done more research. Having ‘MD’ in the title of this resource, which is usually very reliable, might make you think it’s a doctor who wrote everything, but it’s not – it’s independent writers who interview various professionals, check their facts and then put that information on the site. So you’d want to do a bit more sleuthing before deciding it was reliable.

Finally, there’s ‘Kids Health.’ What do you think? If I were your age, part of me would say immediately, ‘oh, that’s for me,’ but we won’t know without more information. So why don’t we check that one out and see what’s what?” (5 minutes)

Go the slide 7, which is a screenshot of the Kids Health site mentioned in the search results. Ask the students what stands out to them that would make them think this is a reliable site, and what makes them feel like they’d need more information.

After hearing their responses, go to slide 8 and go through the highlighted portions, saying: “I highlighted ‘from Nemours’ at the top left – does anyone know what they are? Okay, so first, we’d need to find out who they are and whether they have a bias or whether we think they know what they’re talking about. The second thing that stood out for me was this part that reads, ‘Expert Answer.’ Again, according to whom? I could say right now, ‘I’m an expert on American history.’ But just saying that doesn’t necessarily make it true – you’d need to find out what makes me an expert. So I’d want to know who is answering the questions, and what makes them an expert instead of just some person who is Googling the answers from

Being a Sex Ed Sleuth

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

another website.

Finally, what stands out to me is this statement, ‘If you and your partner are having sex...’ This implies to me that it’s a health-related site that’s based in what’s going on in the real world. It acknowledges that many people won’t be having sex – and we all know that the only 100% effective way of avoiding STDs and/or pregnancy is by not having sex with someone. But it also seems to acknowledge that most people will have some kind of a sex at some point – and so when they do, using a condom is really effective.”

Go to the 9th slide and say, “By the way, I clicked on the statement, ‘by Nemours,’ and found that it’s a children’s healthcare system, with no religious affiliation and a lot of health-related expertise. So I determined this was a reliable website that I might go back to with other questions I had about sexuality.” (5 minutes)

STEP 3: Tell the students they are now going to do the same thing for themselves. Explain that you are going to divide them into groups of 4 and give them a packet that comes from a particular website. Explain that each packet will have a cover sheet with questions on it that they need to go through and answer. At the end, they will need to decide whether this is a reliable website for having that question answered, based on what they see there. Ask if there are any questions, break them into their groups, and distribute the assignments. Tell them they will have 15 minutes in which to do this work. Walk around as they work, providing support as needed. (18 minutes)

***Note to the Teacher:** Depending on the number of students in your class, you may wish to have them break into triads instead. If you have enough computers, you may wish to do this online; however, using the printouts provided ensures you will be able to do the activity if there are any issues with internet access, and also gives a bit more control over the process so that students will not be tempted to go to different parts of each site rather than complete the activity.*

STEP 4: Ask each group to report back on their websites. Since there will be duplication with some of the sites, ask any groups that follow to please not repeat what has already been said, but instead to share whatever they may feel differently about, or found in addition to what the other group found. As each group goes, project their websites on the screen. (19 minutes)

STEP 5: Congratulate the students on doing a good job. Explain that you are going to distribute a list of websites that are reliable and medically accurate, and ask them to visit one of them for homework with a parent or caregiver. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT

Being a Sex Ed Sleuth

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

CONCLUSION OF LESSON:

Assessment of both learning objectives can be done during the small group report-backs. Students will also be asked to hand in their worksheets for additional assessment.

HOMEWORK:

Have students select a website from the list provided by the teacher and ask them to visit at least one with a parent/caregiver and talk about what they saw.

Sex Ed Sleuth Assignment A: “Sex, Etc.”
www.sexetc.org

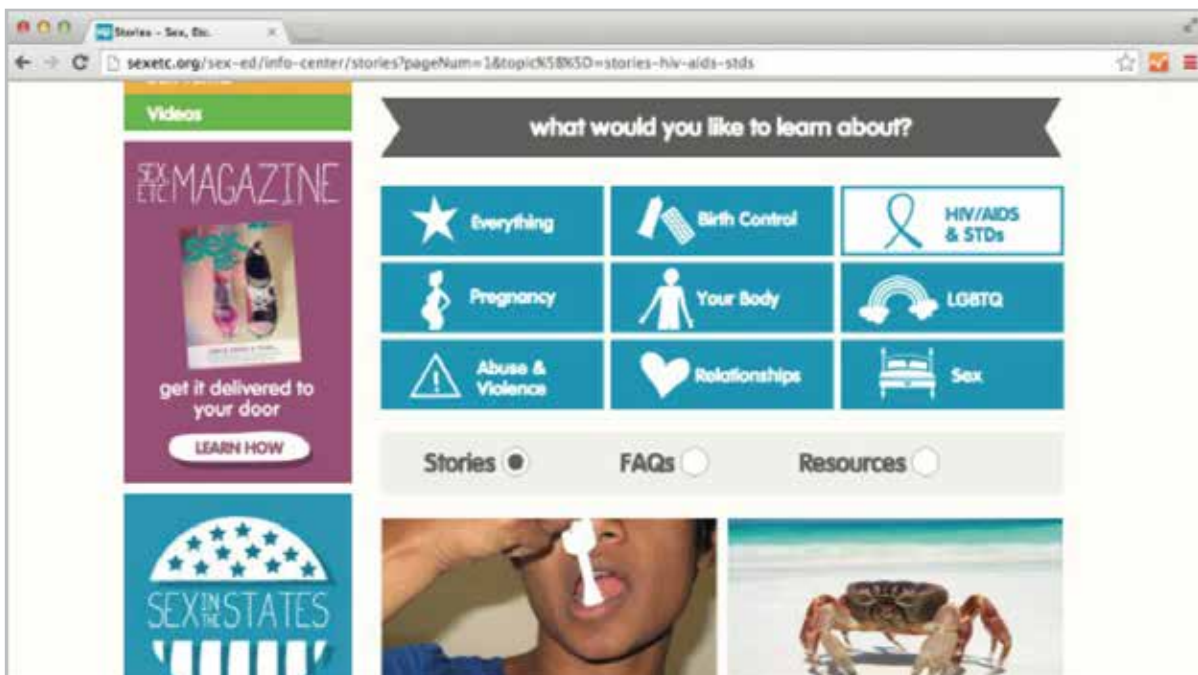
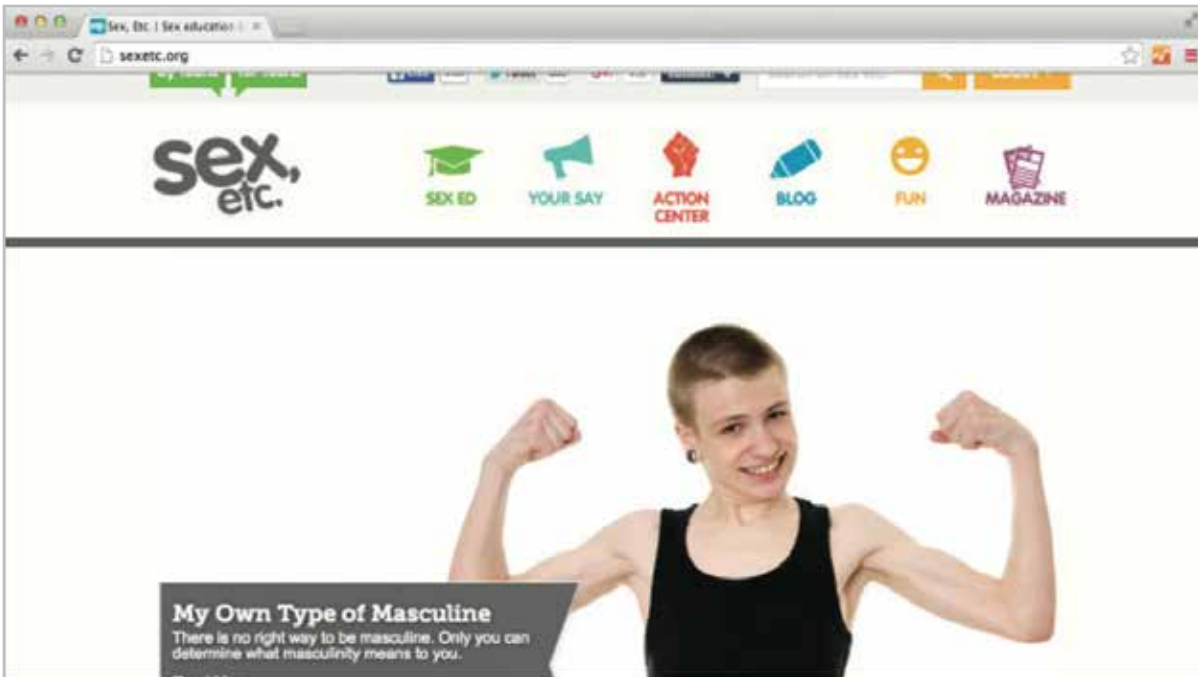
Group Member Names: _____

2. Who’s behind the website? Look at the “about us” link. Does that make the site more or less reliable? Why?

3. Is the website content up to date? How do you know?

4. Is this a site you’d visit to get more information about sexuality and sexual health? Why or why not?

Sex Ed Sleuth Assignment A: "Sex, Etc."
www.sexetc.org



sexetc.org/sex-ed/info-center/faqs

what would you like to learn about?

Everything	Birth Control	HIV/AIDS & STDs
Pregnancy	Your Body	LGBTQ
Abuse & Violence	Relationships	Sex

Stories ☐ FAQs ☒ Resources ☐

After becoming pregnant how long is too long to wait before you have an abortion? Is it possible to get an abortion after the first trimester?

All my partner wants is sex, and I consider myself a little too young. How can I tell him or her that I don't want to have sex without embarrassing my partner or hurting the

sexetc.org/about

About Sex, Etc.



Sex, Etc. is on a mission to improve teen sexual health across the country! Each year, five million young people visit Sexetc.org, and over 45,000 read our [magazine](#) to get honest and accurate sexual health information. We've helped teens with answers to their question about sex, relationships, pregnancy, STDs, birth control, sexual orientation and more!

Sexetc.org has comprehensive sex ed information including:

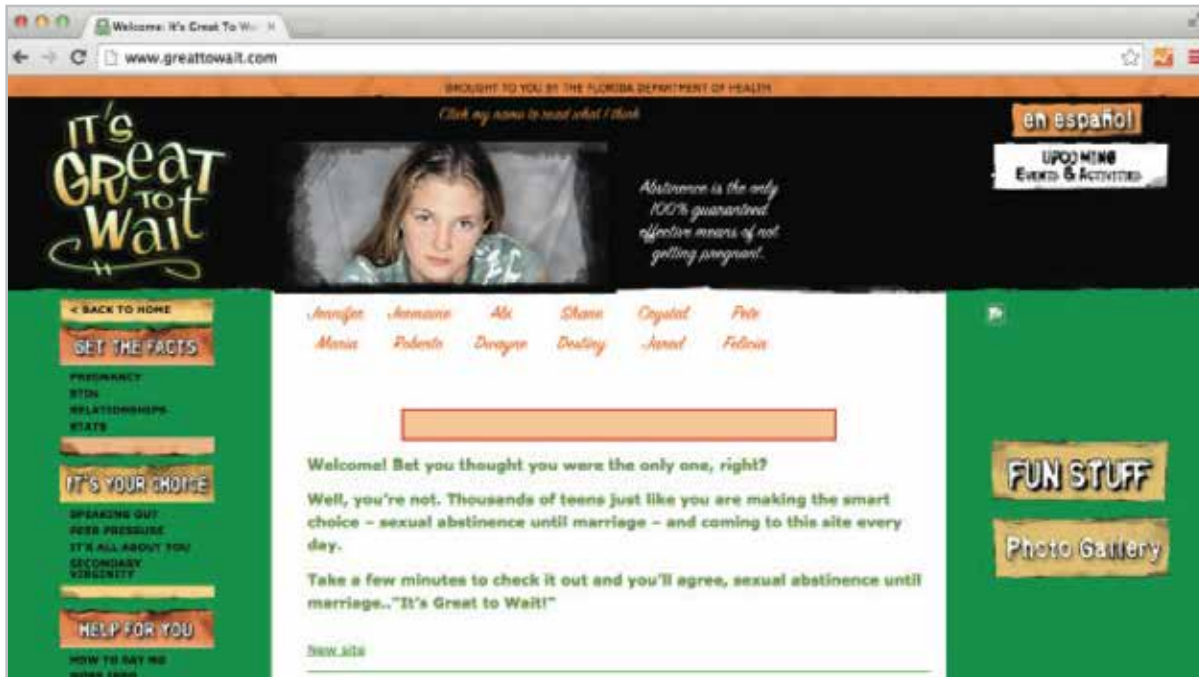
[* Written by teen staff writers and national experts](#)

www.greattowait.com

Group Member Names: _____

4. Is this a site you'd visit to get more information about sexuality and sexual health? Why or why not?

Sex Ed Sleuth Assignment B: "It's Great to Wait"
www.greattowait.com



Stats | It's Great to Wait

www.greattowait.com/stats.html

BROUGHT TO YOU BY THE FLORIDA DEPARTMENT OF HEALTH

en español

UPCOMING Events & Activities

It's Great to Wait

BACK TO HOME

GET THE FACTS

STAY RELATIONSHIPS

IT'S YOUR CHOICE

SPRINGING OUT PEER PRESSURE IT'S ALL ABOUT YOU BODILY VIRGINITY

HELP FOR YOU

HOW TO SAY NO

Stats

- During the year 2007, Florida teenagers between the age of 15-19 accounted for 23,692 cases of sexually transmitted disease.

Florida Department of Health's Bureau of Sexually Transmitted Disease

- During the year 2007, teenagers accounted for over one third of all sexually transmitted disease cases in the state of Florida.

Florida Department of Health's Bureau of Sexually Transmitted Disease

- One in four sexually active female teenagers in Florida acquires a sexually transmitted disease.

Florida Department of Health's Bureau of Sexually Transmitted Disease

- In 2007, Chlamydia cases increased by over 5000.

Florida Department of Health's Bureau of Sexually Transmitted Disease

- In 2007 data disclosed that... 14,868 teenagers in Florida between the ages 15 and 19

FUN STUFF

Photo Gallery

It's Great to Wait - Sexual

www.greattowait.com/contact.html

HELP FOR PARENTS AND EDUCATORS

WELCOME PARENTS
TALK TO YOUR KIDS
HELP YOUR TEEN
DEVELOP REFUSAL
SKILLS
FOR EDUCATORS AND
OTHER PROFESSIONALS

PROGRAM
INFORMATION
NEWSROOM

Optional information

Full Name

Your Organization (if applicable)

Your Title (if applicable)

Address

City

State

Zip code

Your email address

Confirm email address

Would you like to be added to our mailing list?
☒ Yes ☐ No

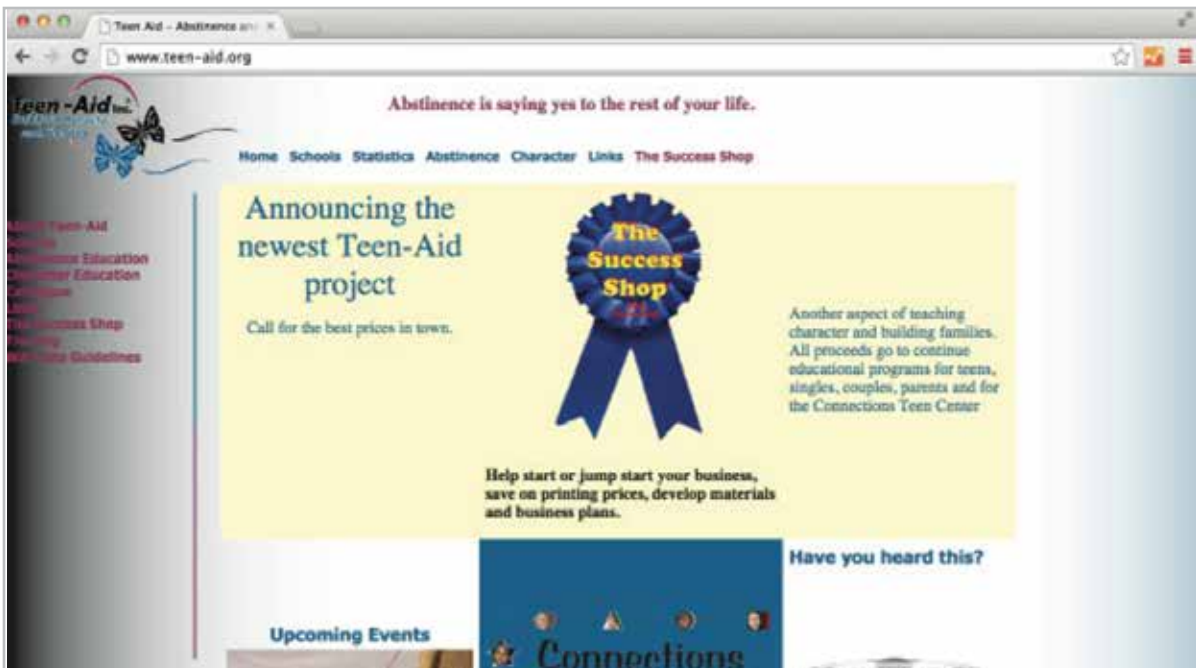
We appreciate your e-mail concerning your comments, questions or suggestions about sexual abstinence until marriage. Please note however, that this is not a confidential medium. Any e-mail responses received from or sent to our readers are not guaranteed to be private because of public records laws as well as the nature of electronic media and access to e-mail accounts.




Medlineplus.com provided by CMC

Sex Ed Sleuth Assignment C: “Teen-Aid”
www.teen-aid.org

1. You need to find information about preventing pregnancy. Does this site seem to have reliable/accurate information? What do you base that on?
2. Who’s behind the website? Look at the “about us” link. Does that make the site more or less reliable? Why?
3. Is the website content up to date? How do you know?
4. Is this a site you’d visit to get more information about sexuality and sexual health? Why or why not?

Sex Ed Sleuth Assignment C: "Teen-Aid" www.teen-aid.org



	<p>to sign our guest book and receive free information about Teen-Aid.</p>	
<p>Say What You Mean</p> <p>S.W.Y.M</p> 	<p>Teen-Aid is a non sectarian, not for profit organization that builds character through skill development to improve relationships for all members of the family.</p> <p>I abstain from running red lights.</p> <p>I abstain from Brussels sprouts.</p> <p>I abstain from jumping in a fast flowing river in the spring.</p> <p>I abstain from having sex with people I don't love or am not married to.</p> <p>None of these statements are religious. However, obeying traffic laws, personal choice, laws of nature like gravity and caring for myself and possibly a future husband are all wise decisions. Unless you attribute all wisdom to religion, these are NOT religious statements.</p> <p>The Supreme Court decision, Kendrick vs. Bowen stated that just because abstinence coincides with religious tenants, it does not make it religious. Caring, charity, love and giving skills for living to others are all religious tenants, too.</p>	<p>Donation</p>  <p>to make a tax deductible donation to Teen-Aid.</p>

Abstinence Education

www.teen-aid.org/Abstinence_Education.htm

Teen-Aid, Inc.
Building Character and Families

Abstinence is saying yes to the rest of your life.

Home Schools Statistics Abstinence Character Links The Success Shop

Abstinence Education

The Abstinence Challenge: Infect or Inoculate?

Will your abstinence efforts infect or inoculate? It's a matter of dosage.

Infecting means they have it. All the symptoms and behaviors are present and observable. The patient tests positive for a case of abstinence and is contagious.

Inoculate means they got a little bit, enough to be resistant to a complete case, avoiding symptoms and never being contagious.

We dare not inoculate by too light a dosage. The next generation has to be so infected that they live the message and pass it on. It will take intense exposure. Exposure accompanied by continual reinforcements and in-depth skill training. Beware of those who used to call abstinence unrealistic. Their tactic today is to limit the dosage so the infection can't have permanent effects.

Abstinence-only is a Misnomer

Abstinence-only is a misnomer. True abstinence until marriage and fidelity (AUM/F) education presents information and skills for successful relationships and someday, a monogamous or married relationship. (AUM/F) presents reproductive system information, fetal development, consequences of out of wedlock pregnancy, child support and how infections are sexually transmitted.

Good programs explore sociological information on gender, families and parenting. The skills include making quality friends, communication, knowing who you are so you can be honest with yourself and others, setting boundaries, tactfully refusing because you have goals and know you have a future.

Uganda tapped into these future intentions and the romance of actually having a spouse who found you to be enough. Research confirms that parents and teens want this. Condom use promises "safer sex" yet failures happen. Once trust is developed, the condom isn't used. Abstinence and monogamous marriages have a virtually 100% effectiveness rate in preventing STDs. Both contraceptive promotion and the contraceptives cost. All methods have a cumulative failure. (AUM/F) is the most cost effective and practical solution.

Teen-Aid, Inc.
729 E. Jackson
Spokane, WA 99207
509-455-2500

Getting to Know Teen-Aid

www.teen-aid.org/About_Teen-Aid/Getting_to_Know_Teen-Aid.htm

Teen-Aid, Inc.
Building Character and Families

Abstinence is saying yes to the rest of your life.

Home Schools Statistics Abstinence Character Links

Getting to Know Teen-Aid

The Second Decade

Teen-Aid, Inc. was founded in 1981 by a group of concerned parents and professionals in eastern Washington. Teen-Aid was created to address the crisis affecting teens nationally. With epidemic numbers of pregnancies and sexually transmitted diseases among teens, and with the threat of AIDS, the founders believed that another approach to sex education was needed. The answer to these complex issues was more than contraceptive information and availability.

Teen-Aid has developed sex education materials that seek to place human sexuality in the context of commitment, responsibility and family. We challenge the common assumption that all teens are sexually active. Teens can wait to have sex when they are trained in the necessary skills to do so.

Freedom to Become ...

Teen-Aid curricula present more than a "just say no" message. The materials clearly convey the advantages of a teen lifestyle free from sexual involvement. Abstinence brings freedom from adverse consequences, but is equally a freedom to become. This concept of freedom, even for those who have been sexually involved, is a very attractive concept.

More than Mechanics

Teens really want to know more than the mechanics of sex. Teen-Aid programs help students explore what really makes friendships and relationships work.

Building Life Skills

The Teen-Aid materials present vital lessons in communication, assertiveness, handling peer pressure, decision-making, social health, and others.

Up
National Director
Staff

Teen-Aid, Inc.
729 E. Jackson
Spokane, WA 99207
509-455-2500

SEXUAL HEALTH INFORMATION WEBSITES FOR YOUNG PEOPLE

AMERICAN SEXUAL HEALTH ASSOCIATION

The American Sexual Health Association's youth website, "I Wanna Know," offers information on sexual health for teens. Young people will find the facts, the support, and the resources they need to answer their questions, find referrals, and get access to in-depth information about sexual health, sexually transmitted diseases (STDs), healthy relationships, and more.

<http://www.iwannaknow.org/teens/index.html>

KIDSHEALTH/TEENSHEALTH - THE NEMOURS FOUNDATION

KidsHealth has separate areas for kids, teens, and parents - each with its own design, age-appropriate content, and tone. There are thousands of in-depth features, articles, animations, games, and resources - all original and all developed by experts in the health of children and teens.

<http://www.kidshealth.org/teen/>

SEX, ETC.

This site, sponsored by Answer at Rutgers University, includes content on a wide variety of sexuality-related topics written by teens, for teens.

<http://www.sexetc.org>

STAY TEEN

The National Campaign to Prevent Teen and Unplanned Pregnancy's website for teens contains information on healthy relationships ("What's your Relationship Reality"), and information on abstinence and contraception ("Get Informed").

<http://www.stayteen.org>

1. You need to find information about STDs. Does this site seem to have reliable/accurate information? What do you base that on?

What Am I Looking For in a Website?

- Is it medically accurate?
- Is it directed at ME?
- Does it believe I have a right to info about sexuality?
- Is the copyright current?

How Can I Tell?

- **Scan the language** – Does it talk only about abstinence and body parts, or does it include other information about sexual health as well?
- **Look for bias** – Regardless of your own religion, a faith-based organization may have biases based on their own beliefs and teachings that may limit the extent of the sexuality-related information.
- **Check out the links** – Does the site link to other health-related sites? Which ones?

Where Do I Look?

Home Page –

- **Photos** – Do I see people who look like me?
- **Content tabs** – Do I see topics about my question, or that interest me?
- **Language** – Are there a lot of words? Is it hard to read?
- Is there a copyright date at the bottom?

“About Us” or “Who We Are”

- Is this a person’s website, or an organization’s? If a person, what kind of experience do they have? If an organization, what’re they about?
- Is there any language that reveals a bias?

**Q: “How effective
are condoms?”**

Condom FAQs | It's Your Sex Life

www.itsyoursexlife.com/.../condoms-the-dos-and-dont-... ▾ It's Your Sex Life ▾
According to the CDC, when used consistently and correctly, latex **condoms** are "highly **effective**" in preventing the sexual transmission of HIV and many other STDs. **Condoms** are also 98 percent **effective** in preventing pregnancy when used correctly, every time.

Condoms (Male and Female): How to Use, Types ... - WebMD

www.webmd.com/sex/birth-control/birth-control-condoms?...2 ▾ WebMD ▾
Learn more from WebMD about male and female **condoms** and their role in birth control and preventing sexually transmitted diseases.

Are Condoms 100% Effective? - KidsHealth

kidshealth.org ▾ Teens ▾ Q&A ▾ Kid's Health ▾
Using a **condom** correctly doesn't only mean putting it on right side out. You should also: Check the expiration date (**condoms** can dry and crack if they're old). Choose **condoms** made of latex, which is thought to be most **effective** in preventing STDs.

[PDF] CONDOM EFFECTIVENESS: FREQUENTLY ASKED ...

www.factsaboutcondoms.com/.../Condom%20Effectiveness%20FAQ%2... ▾
CONDOM EFFECTIVENESS: FREQUENTLY ASKED QUESTIONS. Are **condoms** **effective** at preventing pregnancy? Yes. When used consistently and correctly ...

Get Real! How Well Will Condoms Really Work?

rhrealitycheck.org/article/.../get-real-how-well-will-condoms-really-work... ▾
Oct 2, 2009 - No one method is 100% **effective** in perfect or typical use over time. In typical use, **condoms** are around 85% **effective**, or present a 15% risk of ...

Condom FAQs | It's Your Sex Life

www.itsyoursexlife.com/.../condoms-the-dos-and-dont-... It's Your Sex Life

According to the CDC, when used consistently and correctly, latex **condoms** are "highly **effective**" in preventing the sexual transmission of HIV and many other STDs.

Condoms are also 98 percent **effective** in preventing pregnancy when used correctly, every time.

Condoms (Male and Female): How to Use, Types ... - WebMD

www.webmd.com/sex/birth-control/birth-control-**condoms**?...2 WebMD

Learn more from WebMD about male and female **condoms** and their role in birth control and preventing sexually transmitted diseases.

Are Condoms 100% Effective? - KidsHealth

kidshealth.org > Teens > Q&A > Kid's Health

Using a **condom** correctly doesn't only mean putting it on right side out. You should also: Check the expiration date (**condoms** can dry and crack if they're old). Choose **condoms** made of latex, which is thought to be most **effective** in preventing STDs.

[PDF] CONDOM EFFECTIVENESS: FREQUENTLY ASKED ...

www.factsaboutcondoms.com/.../Condom%20Effectiveness%20FAQ%2...

CONDOM EFFECTIVENESS: FREQUENTLY ASKED QUESTIONS. Are **condoms** **effective** at preventing pregnancy? Yes. When used consistently and correctly ...

Get Real! How Well Will Condoms Really Work?

rhrealitycheck.org/article/.../get-real-how-well-will-**condoms**-really-work...

Oct 2, 2009 - No one method is 100% **effective** in perfect or typical use over time. In typical use, **condoms** are around 85% **effective**, or present a 15% risk of ...

Sex, Etc. | Sex education b x

Are Condoms 100% Effect x

Elizabeth

← → ↺ 🏠

kidshealth.org/teen/expert/birth_control/effective_condoms.html

🛡️ ⭐ 👤

Apps

Shop/Upgrade

Other bookmark

TeensHealth

from Nemours

Search here...

Teens Home

Body

Mind

Sexual Health

Food & Fitness

Diseases & Conditions

Infections

Q&A

School & Jobs

Drugs & Alcohol

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Are condoms 100% effective?

- Kelsey*

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No type of condom prevents pregnancy or sexually transmitted diseases (STDs) 100% of the time. But if you and your partner are having sex, nothing protects against STDs better than a properly used condom.

For those having sex, condoms must always be used to protect against STDs, even when using another method of birth control. They must be used correctly and must be used every time you have sex. Even when used correctly, condoms do not protect against infections spread from sores on the skin not covered by a condom (such as the base of the penis or scrotum).

Using a condom correctly doesn't only mean putting it on right side out. You should also:

- Check the expiration date (condoms can dry and crack if they're old)

Partner Message:

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Sex, Etc. | Sex education b x

Are Condoms 100% Effect x

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Expert Answers on...

KidsHealth > Teens > Q&A > Birth Control, Pregnancy & STDs > Are Condoms 100% Effective?

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Are condoms 100% effective?

- Kelsey*

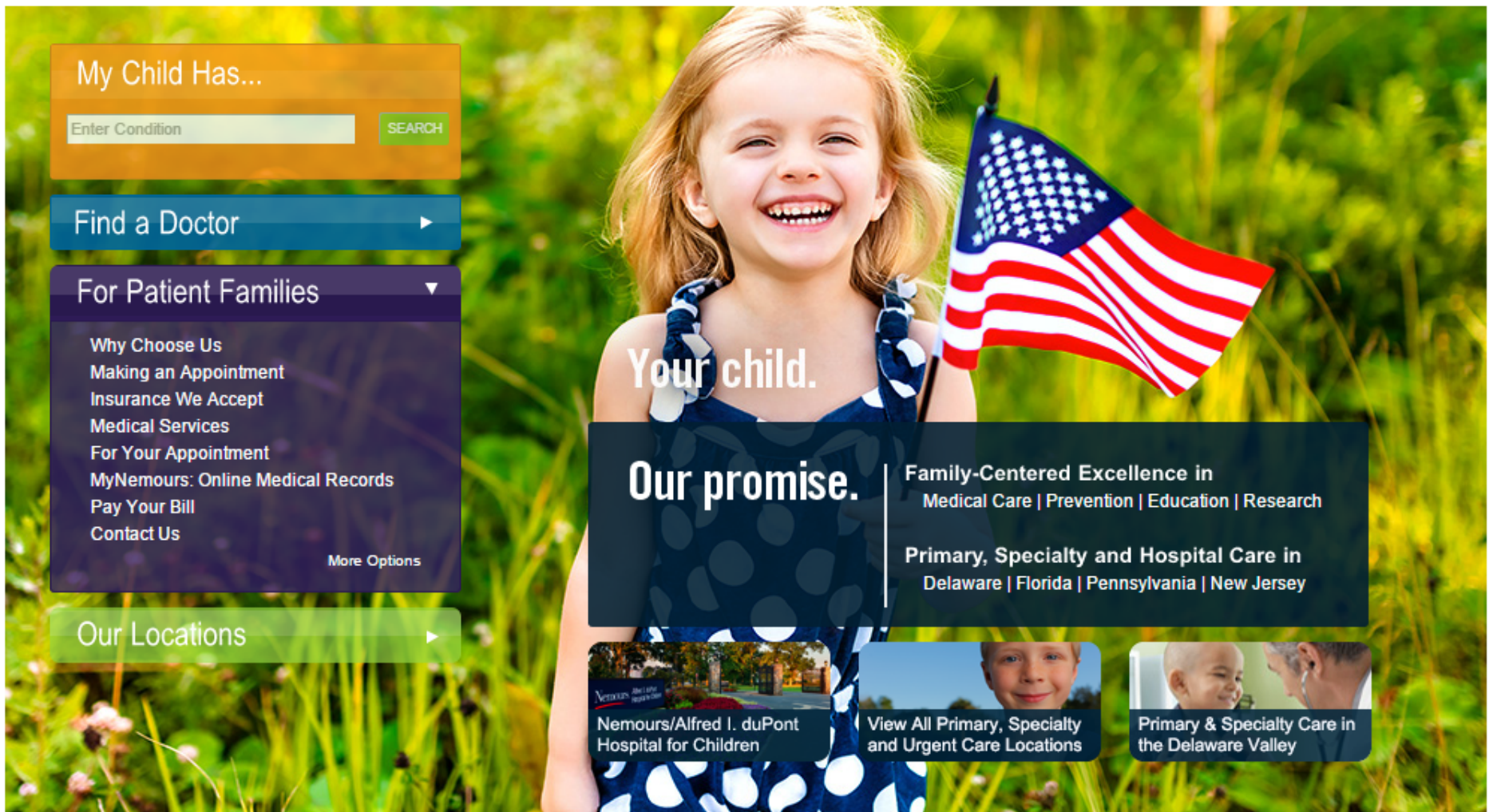
Lee este artículo en Español ▶

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Everybody's Got Body Parts – Part One

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

AP.8.CC.1 – Students will be able to describe the male and female sexual and reproductive systems including body parts and their functions.

TARGET GRADE: Grade 7
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop with internet connection
- If you do not have hookup for sound, small speakers to connect to your computer or laptop
- LCD projector and screen
- Female reproductive and sexual systems worksheet, enough for either 1/3 or 1/2 the class to have one, depending on whether you plan to have them complete it in triads or pairs
- Anonymous question box
- Index cards – one per student
- Pencils in case students do not have their own
- Homework Assignment: “Female Sexual and Reproductive Systems Crossword Puzzle” – one per student
- Homework Answer Key – one copy for the teacher

ADVANCE PREPARATION FOR LESSON :

- Go through the video, http://kidshealth.org/teen/interactive/female_it.html#cat20129, which you will use to provide the answers to the activity in this lesson.
- Speak with your IT department to make sure this web address is unblocked for your classroom and that your computer's sound works for the video.
- Make sure your computer is queued to this video right before class.
- Prepare an anonymous question box, if you don't have one already, by taking a shoebox or other similarly-sized box and cutting an opening in the top large enough for a folded up index card to fit through.

LEARNING OBJECTIVES:

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

1. Name at least two parts of the female internal and external sexual and reproductive systems. [Knowledge]
2. Describe the function of at least two part of the female internal and external sexual and reproductive systems. [Knowledge]
3. Demonstrate a basic understanding of the menstrual cycle. [Knowledge]

A NOTE ABOUT LANGUAGE:

You will notice that this lesson refers to “male” and “female” anatomy. We use these terms for clarity's sake to refer to biological sex or the sex a person was assigned at birth based on their anatomy (for example, a baby born with a vulva is likely to be called a “girl”). At the same time, however, it is important to avoid assuming that all of your students' gender identities will match their sexual anatomy. Referring to people with particular body parts (such as “a person with a vulva”) will create a more inclusive classroom than “female anatomy.”

PROCEDURE:

STEP 1: Introduce the topic by explaining that students likely have learned a lot about their bodies over the years, but that now that they're older, we are going to focus a bit more on their sexual and reproductive body parts. (2 minutes)

Everybody's Got Body Parts – Part One

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

STEP 2: Explain to the class that they are going to be put into small groups to complete a worksheet on the sexual and reproductive systems for people who were born with certain body parts and assigned “female” at birth. Tell them that the sheets have a word bank at the bottom, and that they need to make those words fit into the images provided. Have them get into their triads (you may also wish to do pairs), distribute one worksheet per triad/pair, and tell them that they have 10 minutes in which to complete it. (12 minutes)

Note to the Teacher: *You know your students best in terms of what will distract them or make them feel uncomfortable. If you were to choose to break them into same-sex pairs or triads, this would be one activity in which doing so can be helpful. Before doing so, however, please review our piece on the pros and cons of separating by gender in the Teacher Background.*

STEP 3: Once the students have completed the activity, click on the link to the video, “The Female Reproductive System,” at http://kidshealth.org/teen/interactive/female_it.html#cat20129. Click on each body part and either read or ask a student to read the descriptions that are listed there. Tell the students to check their worksheets as you go along to make sure they have the answers correct. Once you have gone through all of the descriptions in the first tab, pause and ask the students if they have any questions.

Click on the second tab, which is about the menstrual cycle. This part has a narrated explanation, so simply hit “play” and then “next” after each screen where indicated to go through the cycle. At the end, ask whether there are any questions.

Finally, click on the third tab, which is about the external system. Like the internal system, the descriptions for each part here needs to be highlighted and read aloud, either by the teacher or different students. Once they have gone through all of them, ask whether there are any questions. (30 minutes)

STEP 4: Distribute an index card to each student. Ask each person to write down one question they may still have relating to the sexual and reproductive systems that were discussed today, but they should not put their names on the cards. Instruct those who do not have questions to simply write “no question” on their card to help keep anonymity, as no one will know who wrote down a question and who did not. As they are writing their questions, distribute the homework sheet and ask them to complete it before the next class session. Collect the cards in the anonymous question box, and tell the class that you will answer them at the beginning of the next class session. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

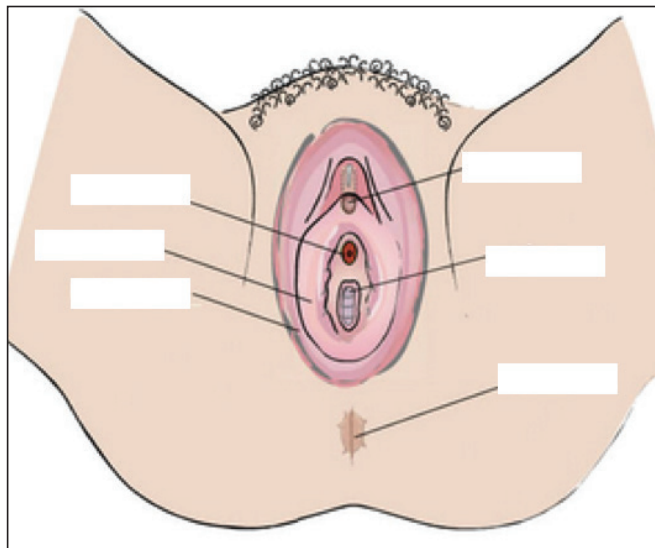
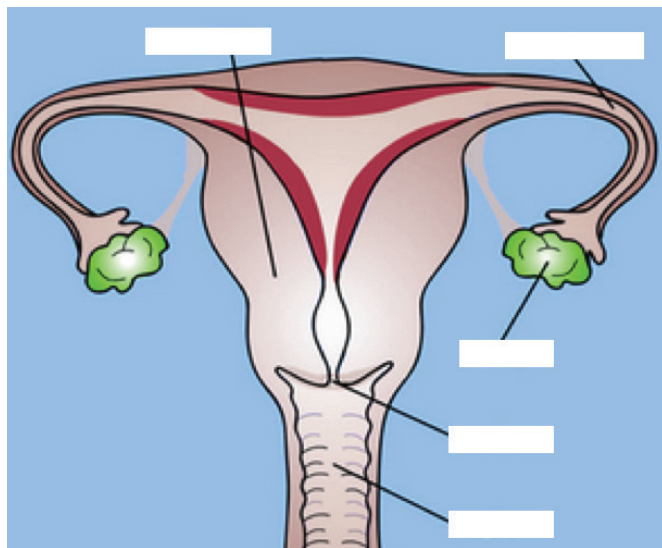
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

HOMEWORK:

“Female Sexual and Reproductive Systems Crossword Puzzle” – to be completed by each student and handed in during the next class.

The Female Reproductive and Sexual Systems Worksheet

Name: _____ Name: _____ Name: _____



(Images from www.kidshealth.org)

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

WORD BANK

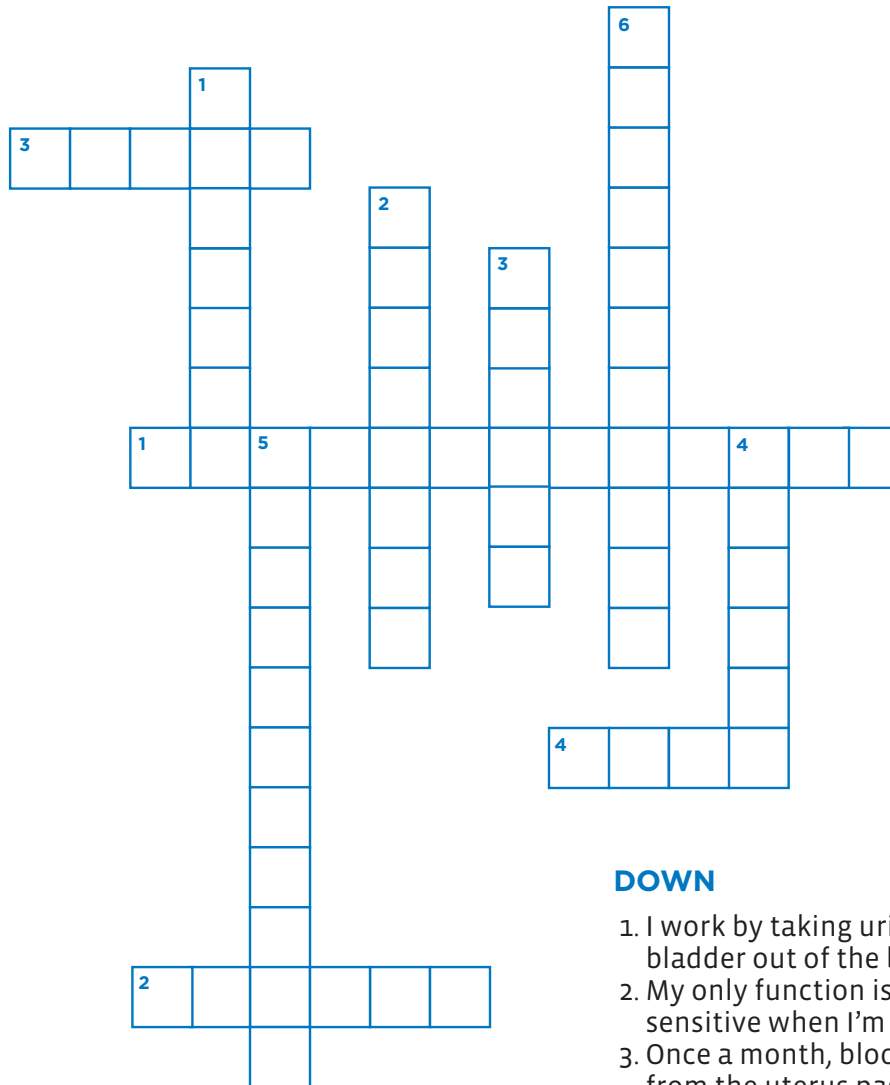
Uterus
Ovary
Fallopian Tube
Cervix
Vagina

WORD BANK

Vagina
Clitoris
Labia Majora
Labia Minora
Urethra
Anus

Homework: Female Sexual and Reproductive Systems Crossword Puzzle

Name: _____ Date: _____



ACROSS

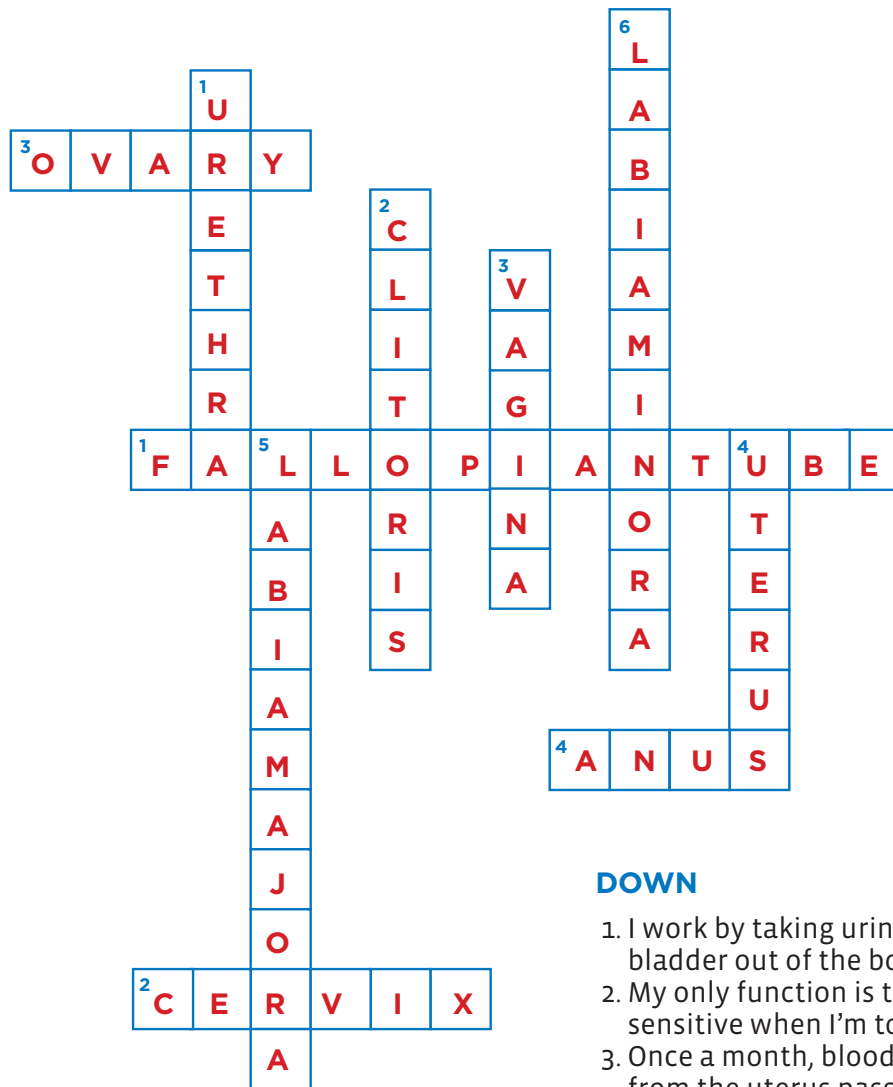
1. There are two of me - one on either side of the uterus, each connected to one of the ovaries. Eggs pass through me every month to get to the uterus!
2. I'm the opening to the uterus! When people with one of these get pap tests, the clinician takes cells from me to test them to make sure all is well!
3. I make eggs! (& no, I'm not a chicken!) There are two of me.
4. I'm the opening, just below the vaginal opening, through which poop leaves the body. I don't mind - I have an important job!

DOWN

1. I work by taking urine from the bladder out of the body!
2. My only function is that I feel very sensitive when I'm touched!
3. Once a month, blood and tissue from the uterus pass through me; and if a person's pregnant, this is how the baby usually comes out!
4. I'm shaped like a pear and fill up with blood and other nutrients once a month. If a person gets pregnant, the fetus grows inside me!
5. I'm the skin that covers the outside of the vulva to protect everything that's underneath me - the clitoris, the opening to the urethra, and the vaginal opening!
6. I'm the two small flaps of skin on either side of the opening to the vagina; I can come in a variety of shapes and sizes!

Homework: Female Sexual and Reproductive Systems Crossword Puzzle

ANSWER KEY



ACROSS

1. There are two of me - one on either side of the uterus, each connected to one of the ovaries. Eggs pass through me every month to get to the uterus!
2. I'm the opening to the uterus! When people with one of these get pap tests, the clinician takes cells from me to test them to make sure all is well!
3. I make eggs! (& no, I'm not a chicken!) There are two of me.
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6. I'm the two small flaps of skin on either side of the opening to the vagina; I can come in a variety of shapes and sizes!

Everybody's Got Body Parts – Part Two

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

AP.8.CC.1 – Students will be able to describe the male and female sexual and reproductive systems including body parts and their functions.

TARGET GRADE: Grade 7
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop with internet connection
- If you do not have hookup for sound, small speakers to connect to your computer
- LCD projector and screen
- Male reproductive and sexual systems worksheet, enough for either 1/3 or 1/2 the class to have one, depending on whether you plan to have them complete it in triads or pairs
- Anonymous question box
- Index cards – one per student
- Pencils in case students do not have their own
- Homework Assignment: “Male Sexual and Reproductive Systems Crossword Puzzle” – one per student
- Homework Answer Key – one copy for the teacher

ADVANCE PREPARATION FOR LESSON :

- Go through the website and video, http://kidshealth.org/teen/interactive/mrs_it.html#cat20129 and <http://www.nlm.nih.gov/medlineplus/ency/videos/mov/200019.mov>, which you will use to provide the answers to the activity in this lesson.
- Speak with your IT department to make both of the above websites are both unblocked for your classroom and that your computer's sound works for the video.
- Make sure your computer is queued to both the website and video right before class.
- Go through the anonymous questions from the last class session to be prepared to answer them during class. If there are no or very few questions, feel free to add in a few.

LEARNING OBJECTIVES:

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

1. Name at least two parts of the male internal and external sexual and reproductive systems. [Knowledge]
2. Describe the function of at least two parts of the male internal and external sexual and reproductive systems. [Knowledge]
3. Demonstrate a basic understanding of where sperm is made and how it leaves the body. [Knowledge]

A NOTE ABOUT LANGUAGE:

You will notice that this lesson refers to “male” and “female” anatomy. We use these terms for clarity's sake to refer to biological sex or the sex a person was assigned at birth based on their anatomy (for example, a baby born with a vulva is likely to be called a “girl”). At the same time, however, it is important to avoid assuming that all of your students' gender identities will match their sexual anatomy. Referring to people with particular body parts (such as “a person with a vulva”) will create a more inclusive classroom than “female anatomy.”

PROCEDURE:

STEP 1: Remind the students about the anonymous questions they contributed at the end of the last class. Take no more than a few minutes to answer as many as time permits. (5 minutes)

Everybody's Got Body Parts – Part Two

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

Note to the Teacher: *You do not need to answer every single question; you can cluster them by category instead. Also, should you receive an overwhelming number of questions you may wish instead to make a reference sheet where you type up the questions and responses and simply distribute that to the class or answer them over a few days.*

STEP 2: Explain to the class that just as they went through the female sexual and reproductive systems during the last class, today they are going to go through the male sexual and reproductive systems for people who were born with certain body parts and assigned “male” at birth. Put them into small groups as you did in the last class to complete a worksheet on the male systems. Tell them that the sheets have a word bank at the bottom, and that they need to make those words fit into the images provided. Have them get into their triads (you may also wish to do pairs), distribute one worksheet per triad/pair, and tell them that they have 10 minutes in which to complete it. (12 minutes)

Note to the Teacher: *You know your students best in terms of what will distract them or make them feel uncomfortable. If you were to choose to break them into same-sex pairs or triads, this would be one activity in which doing so can be helpful. Before doing so, please review our piece on the pros and cons of separating by gender in the Teacher's Guide.*

STEP 3: Once the students have completed the activity, click on the link to “The Male Reproductive System,” at http://kidshealth.org/teen/interactive/mrs_it.html#cat20129. Click on each body part and either read or ask a student to read the description that is listed there. Tell the students to check their worksheets as you go along to make sure they have the answers correct.

Note to the Teacher: *The available online visuals did not include the Cowper's Gland. Please use the worksheet provided as a guide to indicate on the visual where the Cowper's Gland is located. Explain to the students that this is where pre-ejaculate is made, which is designed to both clean out and lubricate the inside of the urethra before the sperm-filled semen passes through it.*

Once you have gone through all of the descriptions, select “Click here for a frontal view” so they can see the body parts from a different perspective. Ask the students if they have any questions.

Next, go to <http://www.nlm.nih.gov/medlineplus/ency/videos/mov/200019.mov> and click on the link to play the video about the path of the sperm. Ask whether the students have any questions. (27 minutes)

STEP 4: Distribute an index card to each student. Ask each person to write down one question they may still have relating to the male sexual and reproductive systems, but that they should not put their names on the cards. Instruct those who do not have questions to simply write “no question” on their card to help keep anonymity, as no one will know who wrote down a question and who did not. As they are writing their questions, distribute the homework sheet and ask them to complete it before the next class session. Collect the cards in the anonymous question box, and tell the class that you will answer them at the beginning of the next class session. (6 minutes)

Everybody's Got Body Parts – Part Two

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

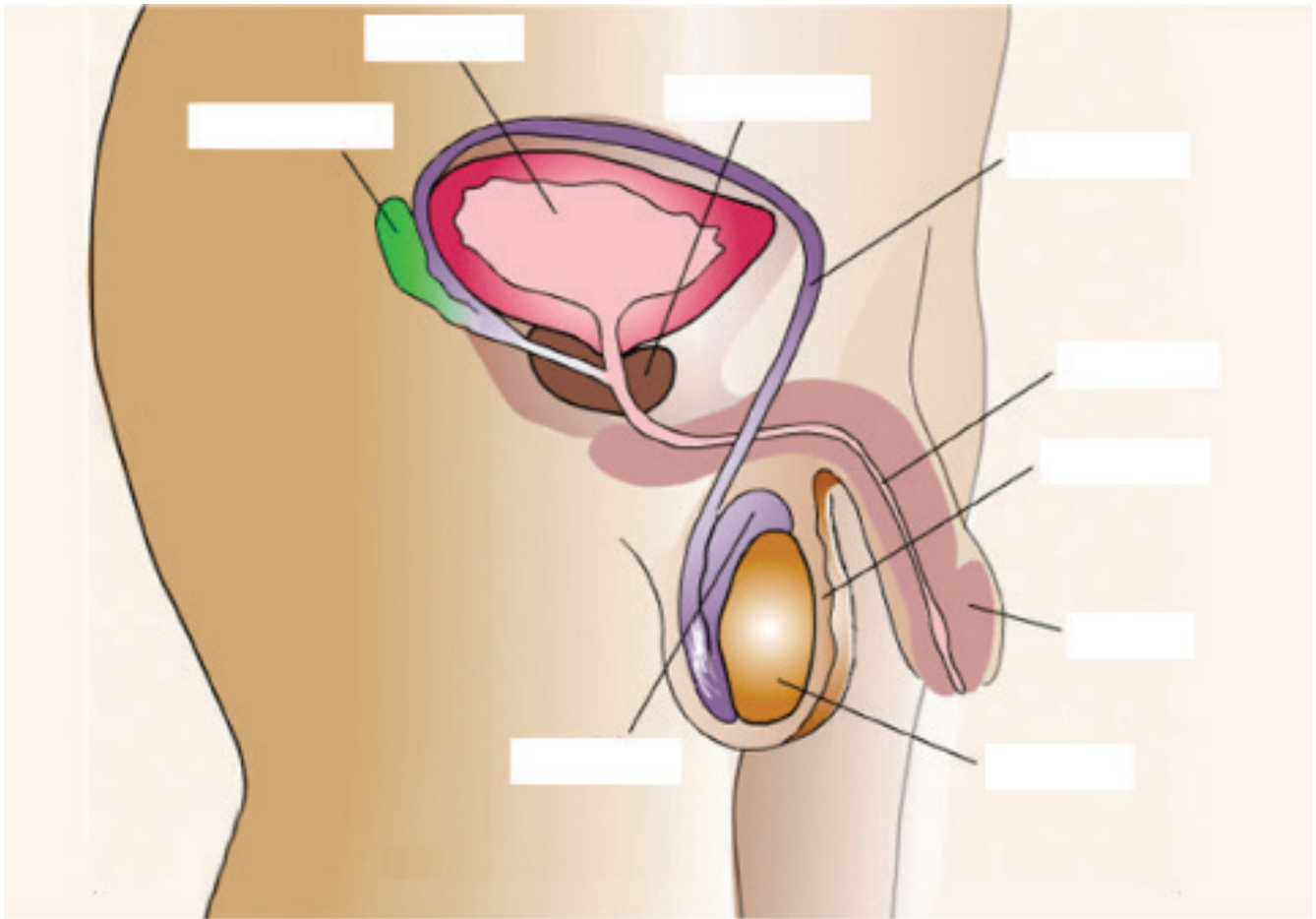
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

HOMEWORK:

“Male Sexual and Reproductive Systems Crossword Puzzle” – to be completed by each student and handed in during the next class.

The Male Reproductive and Sexual Systems Worksheet

Name: _____ Name: _____ Name: _____



(Image from www.kidshealth.org)

1. _____

4. _____

7. _____

2. _____

5. _____

8. _____

3. _____

6. _____

9. _____

WORD BANK

seminal vesicle

bladder

epidymis

testicle

penis

scrotum

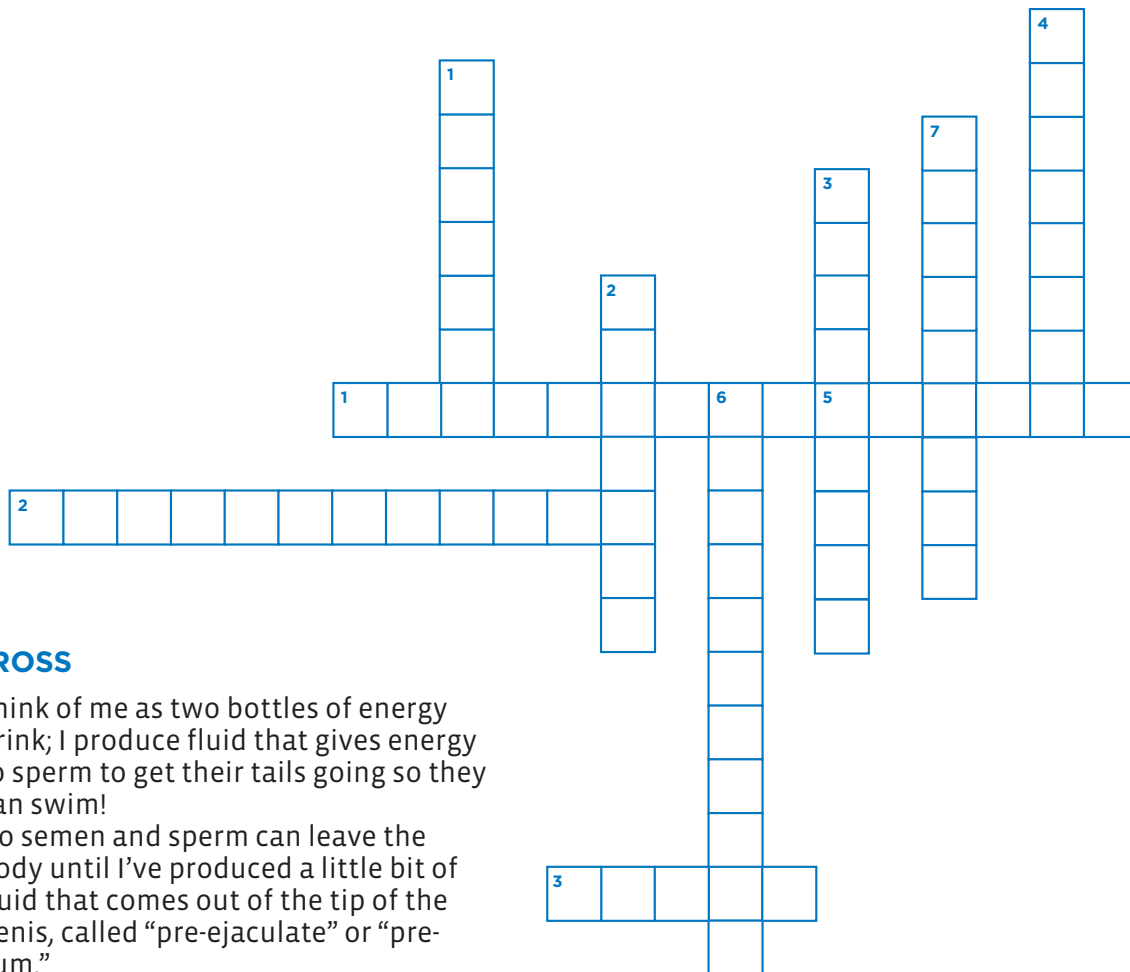
urethra

vas deferens

prostate gland

Homework: Male Sexual and Reproductive Systems Crossword Puzzle

Name: _____ Date: _____



ACROSS

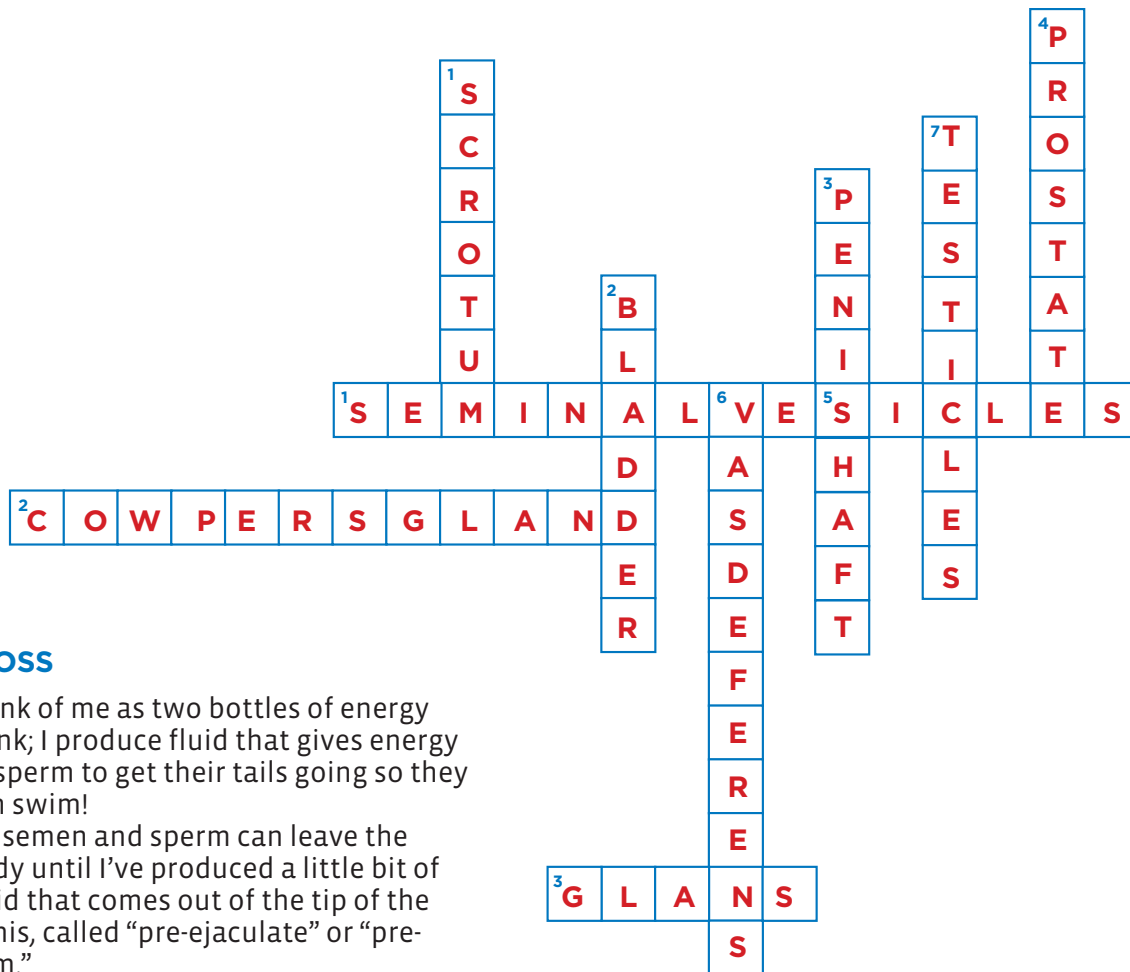
1. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
2. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
3. I'm the head of the penis! Careful, I can be pretty sensitive - be nice to me!

DOWN

1. I look - and work - kind of like a sac! Inside, I have the testicles, which makes sperm. Since they have to be made at a temperature lower than 98.6 degrees, I hang outside the body behind the penis
2. When you gotta go to the bathroom, that's me letting you know! I collect urine until it's time for it to leave the body.
3. Urine leaves the body through me; sperm-filled semen leaves through me when someone ejaculate or has a wet dream. I'm busy!
4. Chestnuts roasting on an open fire... Well, I'm about the size of a chestnut, but please don't roast me! I've got to produce some of the fluid that makes up semen!
5. I'm the longest part of the penis, between the body and the head! Sometimes, I fill up with blood and get hard or erect.
6. I'm like a big water slide - although I go from the testes up into the body so I can carry sperm to where it mixes with semen before it leaves the body!
7. I hang out in the scrotum - literally! There are two of me, and we're like little factories, making testosterone and sperm. When do I get a vacation??

Homework: Male Sexual and Reproductive Systems Crossword Puzzle

ANSWER KEY



ACROSS

1. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
2. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
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3. Urine leaves the body through me; sperm-filled semen leaves through me when someone ejaculate or has a wet dream. I'm busy!
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Reproduction Basics

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.CC.1 – Define sexual intercourse and its relationship to human reproduction.

TARGET GRADE: Grade 7
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- LCD projector and screen
- Desktop or Laptop computer with PowerPoint on it
- PowerPoint: "Fertility and the Menstrual Cycle"
- One set of the 28 day cards
- Two medium-sized bouncy balls (red, rubber balls typically used in PE class are perfect if you can borrow them or most dollar stores sell them)
- 5 copies of the sperm page
- One copy of the birth control page
- Human Reproduction Answer Key – one copy for teacher
- Human Reproduction Sample Definitions – one copy for teacher
- Three pieces of newsprint prepared as described
- Homework: "Reproduction Myth vs. Fact" – one per student
- Masking tape
- Flipchart markers – one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Make five copies of the sperm page.
- Prepare newsprint with the following headers, one per sheet:
 1. Sexual intercourse is when. . .
 2. A pregnancy can start when. . .
 3. A pregnancy can't start when. . .
- Post the three pieces of newsprint in different places around the wall with enough room by each so that a small group of students can gather and write on them. Tape the bottom edge of each newsprint sheet up over its top, folding it in half, so that students cannot see what's written on them until you are ready to do the activity.
- Print one set of the 28 day cards, of which there are 14 pages, so you need to cut them in half to have a full set of 28.
- You should be familiar with the functioning of the reproductive system and human reproduction in order to lead the class activities and respond to students' questions. A review can be found at <http://www.sexualityandu.ca/sexualhealth/all-about-puberty/sexual-reproduction>. It is also important for you to be aware of your district and/or state policies governing the instruction of human reproduction.

LEARNING OBJECTIVES:

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

1. Describe the process of human reproduction by identifying the correct order of the steps involved with conception. [Knowledge]
2. Define sexual intercourse. [Knowledge]

A NOTE ABOUT LANGUAGE:

The terms "boy" and "girl" are used intentionally in this lesson to make it accessible for 7th grade students, who are more concrete learners than older students. While we use terms "male" and "female" when referring to particular anatomy (the "male" or "female" reproductive systems, for example), it is important to remember that someone can have a penis even if they don't identify as a boy or a vulva even if they don't identify as a girl. The use of more inclusive terms related to gender identity and biological sex are introduced at subsequent grade levels.

Reproduction Basics

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

PROCEDURE:

STEP 1: Say, “Today we are going to discuss human reproduction. This is a topic that some of you might know a lot about and some of you might be learning about for the first time. Let’s start by seeing what the class already knows about the topic of reproduction.”

Point out the three pieces of newsprint you have hung around the room. Walk to the closest piece of newsprint and remove the tape revealing what is written on it. Explain to students that each piece of newsprint has a different sentence starter. They are to walk around and write down the first thing that comes to mind for each page. Explain that you are just looking to see what students have heard about these topics and that you expect all of their responses to be appropriate for school. Distribute the flipchart markers and tell them to be sure to write small enough to allow room for others to contribute as well. Invite students to stand up and move around to each newsprint, writing their responses. Tell students about five minutes to get to each newsprint. Once they are done, tell them to return to their seats. Ask three students to help by each bringing one piece of newsprint to post at the front of the room so the whole class can see it. (8 minutes)

STEP 2: Starting with the first newsprint, read the answers students have given, clarifying any misconceptions and confirming accurate information. If students have not written it, make sure to say, “Vaginal sex, sometimes called sexual intercourse, is when an erect penis is inserted into a lubricated vagina. If this results in ejaculation, semen is released from the penis into the vagina. Semen contains hundreds of millions of sperm, so if an egg is present, a sperm and that egg can unite. That’s called ‘fertilization.’ The fertilized egg then keeps going and, if it implants into the wall of the uterus, it becomes a pregnancy. If it doesn’t, it results in a menstrual period. We’ll talk more about this in a minute.” Continue in this manner with the other two pieces of newsprint making sure to provide the appropriate information and/or definitions as needed.

Note to the Teacher: *If you need some help providing age-appropriate definitions, please use the Human Reproduction Sample Definitions at the end of this lesson.* (10 minutes)

STEP 3: Next say, “Now that you have some general definitions for key terms related to human reproduction, I want to make sure you understand the steps involved from start to finish. Start the PowerPoint “Fertility and the Menstrual Cycle” and review each phase of the menstrual cycle by saying the following:

Slide 1 – “This is a female’s uterus. You can see that it’s in the abdomen next to the stomach. The uterus is where menstruation occurs.”

Slide 2 – “The average menstrual cycle is generally about 28 days but really varies from person to person, sometimes being much shorter or longer than 28 days. Someone can get their first period anywhere between nine and fifteen years old and generally it will take the body a couple of years to figure out what will be a typical cycle.”

Slide 3 – “Each month an ovary releases an egg, also called an ovum, into the fallopian tube. The trip down the fallopian tube usually takes a couple days.”

Slide 4 – “While the ovum is on this journey, if it unites with sperm, the egg becomes fertilized and may implant in the lining of the uterus. Once a fertilized egg implants

Reproduction Basics

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

inside the uterus, a pregnancy has begun. If the pregnancy continues, nine months later a baby will be born.”

Slide 5 – “If there are no sperm in the fallopian tube while the ovum is there, then the ovum dissolves and is reabsorbed by the body. The ovum is only able to unite with a sperm for a couple of days before it dissolves.”

Slide 6 – “In order to prepare for a potential pregnancy, the lining of the uterus grows each month to create a good environment for a potential fetus.”

Slide 7 – “If the egg does not unite with a sperm, hormones tell the body to prepare for menstruation, also called having a period.”

Slide 8 – “Menstruation is when the body rids itself of the extra lining inside of the uterus because there was no fertilized ovum. About two tablespoons of blood and some tissue slowly leave the vagina during a menstrual period.”
(10 minutes)

STEP 4: Say, “Since the average menstrual cycle is 28 days, I have 28 cards and each one represents one day of the cycle. I am going to hand out a card to each of you. Once you have your card, please tape them to the board in the correct order. Then we will look at the menstrual cycle again, this time starting with menstruation as Day 1.” Distribute one card to each student and have them use the masking tape to post them on the chalk or white board.

***Note to the Teacher:** If you have more than 28 students in your class, have students pair up to work on one card together. If you have less than 28 students, give a few students two cards to work on.* (5 minutes)

STEP 5: Say, “Now we can see an average 28 day menstrual cycle with Day 1 being the first day of her period. Next I’d like to show you when a person is most likely to become pregnant if sperm and an egg unite. Each of these two bouncy balls will represent one day when the egg is in the fallopian tube and able to unite with a sperm.” Ask for two volunteers and give each one a bouncy ball. Have one student stand under Day 14 and the other student stand under Day 15. Say, “Now whenever the egg is traveling through the fallopian tube pregnancy can happen if there are sperm present. Remember from the PowerPoint that the egg or ovum is only alive for about two days. So these two bouncy balls will represent when the egg is traveling and able to unite with a sperm.” (5 minutes)

STEP 6: Next, ask for five volunteers and give each one copy of the sperm page and say, “Sperm can live inside another person’s body for up to five days. So let’s see what happens if there is sperm in the uterus during different points of the menstrual cycle.” Have each student with a sperm page stand under Days 24- 28. Say, “You can see that sperm in the body during this time is not as likely to start a pregnancy because it’s less likely there is an egg around.”

Next, have the people holding the five sperm pages move to stand under Days 11 – 15. Say, “You can see how if there is sperm present either BEFORE or DURING the same time when the egg – the bouncy balls in our case – are present, that is the time when a pregnancy is most likely to happen.” Lastly, ask for one other volunteer and give them the birth control page. Ask them to stand between the students holding the bouncy balls and the students with the sperm card to physically block the two from meeting. Ask students, “What is the

Reproduction Basics

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

birth control doing?” Take some responses and make sure to tell students the following, “Birth control, if used correctly and consistently, prevents the sperm and egg from uniting by either blocking the sperm or preventing an egg from leaving the ovary in addition to other ways.” (7 minutes)

STEP 7: Have the volunteers return the bouncy balls, birth control and sperm pages to you and return to their seats. End by asking, “What does this tell you about when pregnancy is most likely to happen?” Take a few responses and clarify any lingering misconceptions. End the lesson by saying, “Since this is just a typical menstrual cycle and we know that everyone is unique, if someone chooses to have vaginal sex but does not want to become pregnant/get their partner pregnant, it is most effective to either postpone vaginal sex or to use an effective form of birth control consistently and correctly.” Distribute and explain the homework. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The card line up activity will meet the first learning objective while the stem sentence activity and discussion will meet the second learning objective.

HOMEWORK:

The homework is a short quiz intended for students to complete with a parent/caregiver in order to facilitate a conversation about reproduction.

HOMEWORK: Reproduction Myth vs. Fact

Name: _____ Date: _____

Directions: With a parent/caregiver, talk through the following four statements. Together decide whether you believe the statement is a myth or fact and circle that answer. Then, watch the three minute video Sex Myths to check your answers.

Sex Myths Video – <http://pub.etr.org/sexmyths.html>

- | | | |
|------|------|--|
| MYTH | FACT | 1. If two people have vaginal sex standing up, then pregnancy is not possible because the sperm will just fall out. |
| MYTH | FACT | 2. If two people have sex in certain positions, then pregnancy is not possible because of gravity. |
| MYTH | FACT | 3. If two people have vaginal sex in a swimming pool, pregnancy is not possible. |
| MYTH | FACT | 4. If someone jumps up and down after unprotected vaginal sex, the sperm inside will get confused and be unable to reach an egg. |

Human Reproduction Sample Definitions

Teacher Resource

The following are key terms for the explanation of human reproduction and a sample definition appropriate for use with seventh graders. It is important to review these definitions prior to teaching the lesson and with your supervisor to make sure they align with your school district and/or state policy governing instruction.

Please note this is for your reference only and should not be distributed to your students.

Vaginal Sex (sometimes called sexual intercourse)

Vaginal sex, sometimes called sexual intercourse, is when an erect penis is inserted into a lubricated vagina. If this results in ejaculation, semen is released from the penis. Semen contains hundreds of millions of sperm one of which is needed to cause a pregnancy. If the couple is not using a contraceptive method, like condoms or the pill, the sperm in the semen can join with an egg, if one is present. If it implants in a uterus, it creates a pregnancy.

Conception

The beginning of a pregnancy. A sperm and egg must first join and implant into the lining of the uterus to result in a pregnancy. A fertilized egg cannot survive without implantation.

Human Reproduction

Human reproduction is a cycle in which a sperm and egg join and then implant into the lining of the uterus. After approximately nine months of growth, a baby is born.

Implantation

The process by which a fertilized egg attaches itself to the lining of the uterus. Once an egg is fertilized it doesn't always implant, but may leave the body with menstrual blood and tissue.

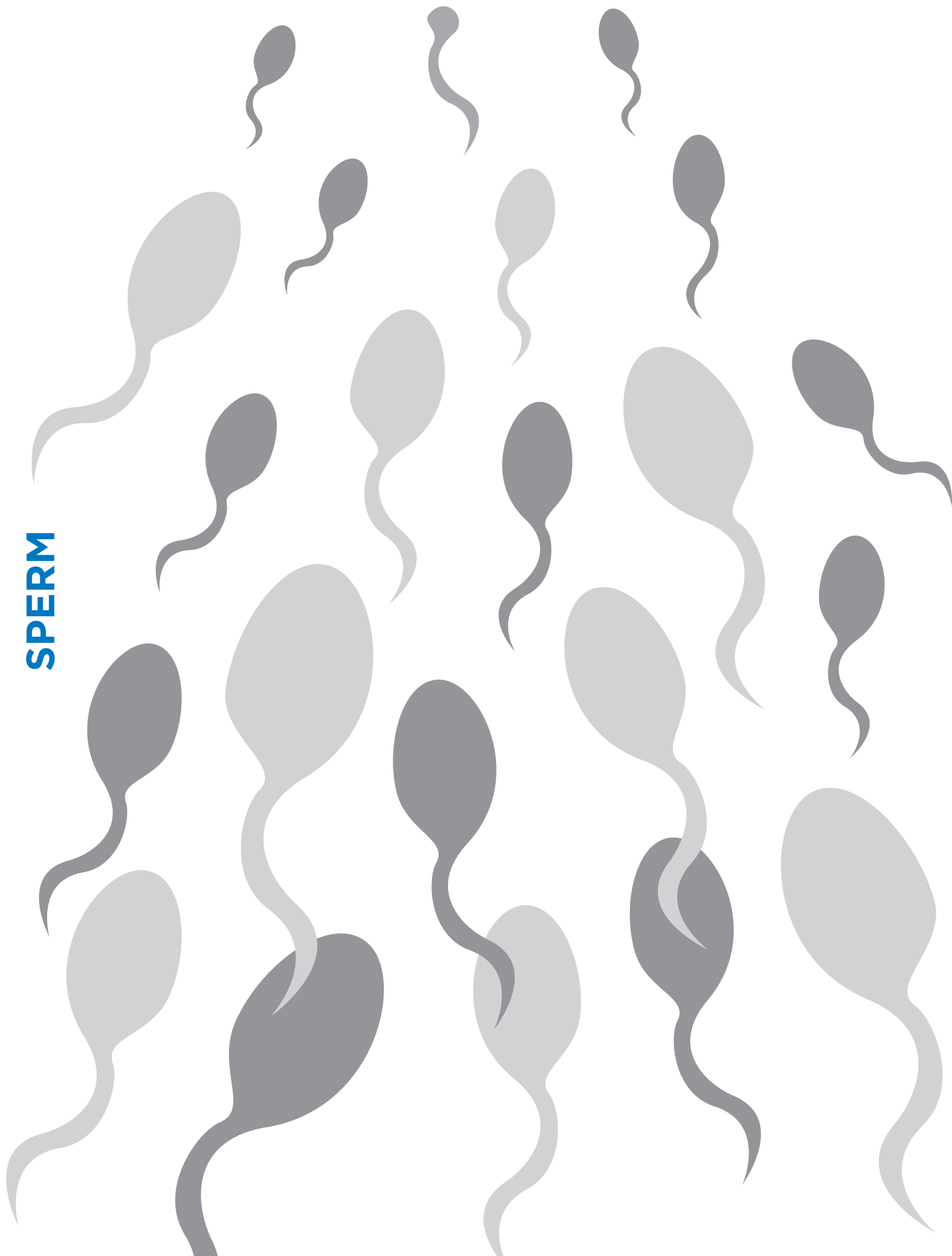
Fetus

The medically accurate name for the developing pregnancy prior to birth.

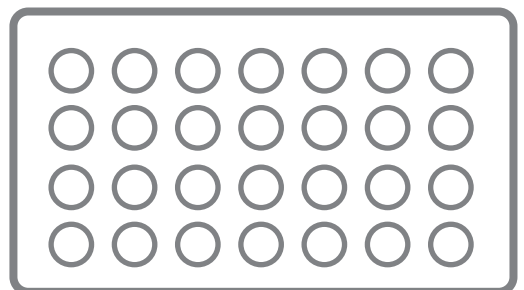
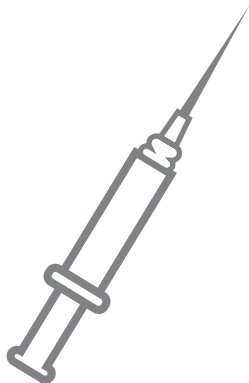
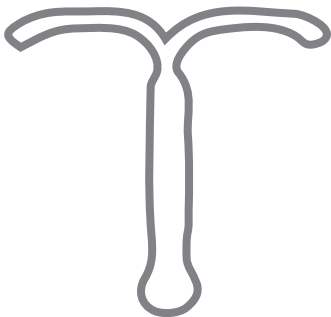
Pregnancy

Once a fertilized egg successfully implants in the lining of the uterus, a pregnancy has begun. Typically a pregnancy lasts for 40 weeks but can terminate for many reasons including spontaneously (called a miscarriage) or by choice or medical necessity (called an abortion).

SPERM

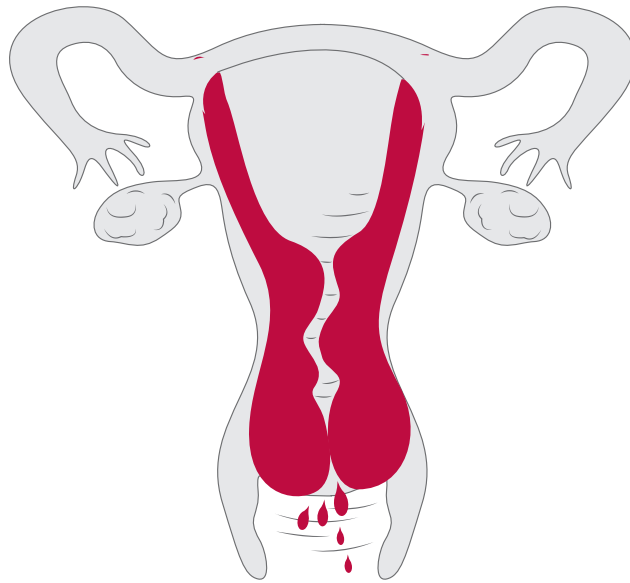


BIRTH CONTROL



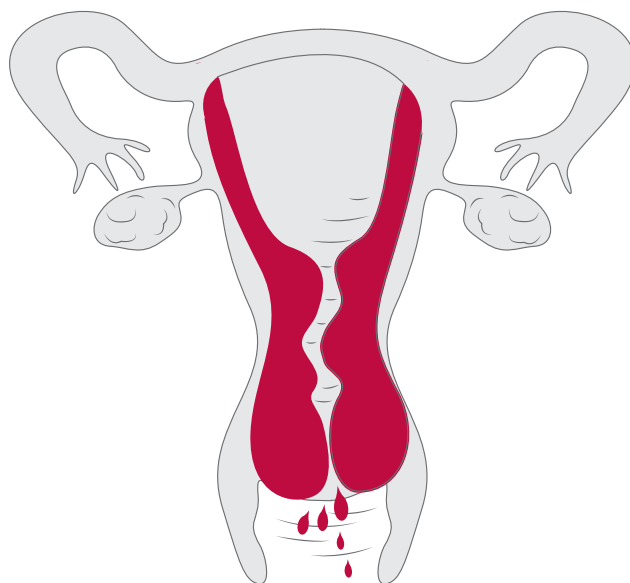
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Menstrual period begins



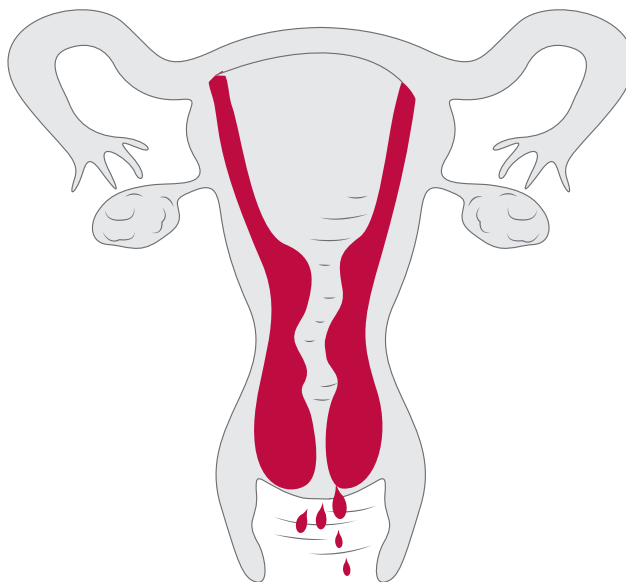
2

Menstrual period continues



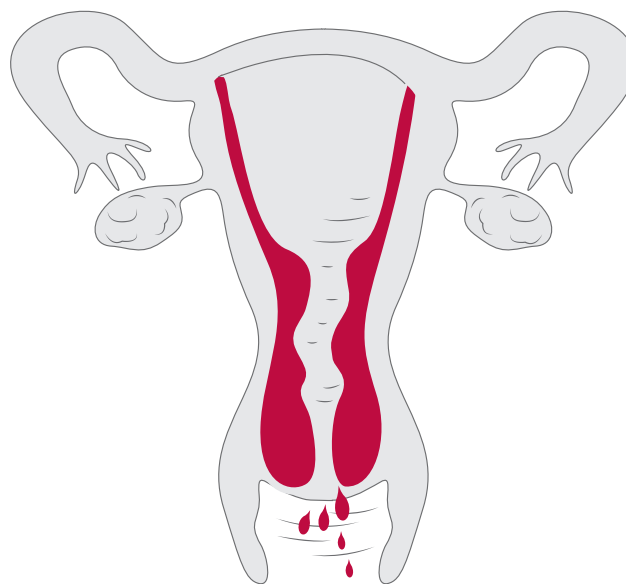
3

Menstrual period continues



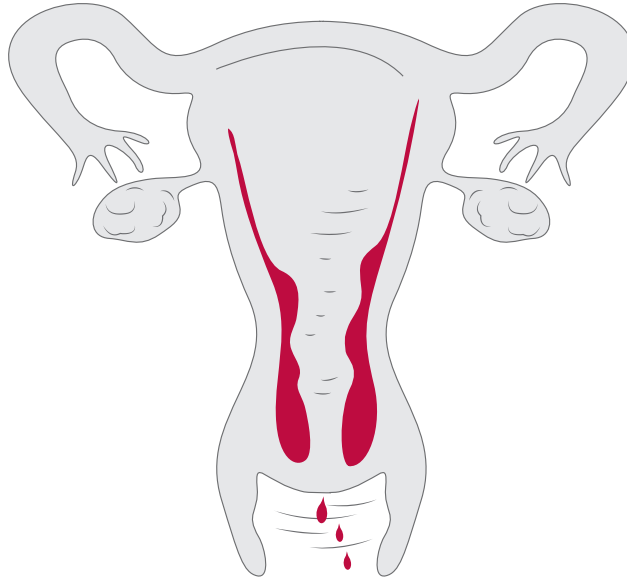
4

Menstrual period likely continues



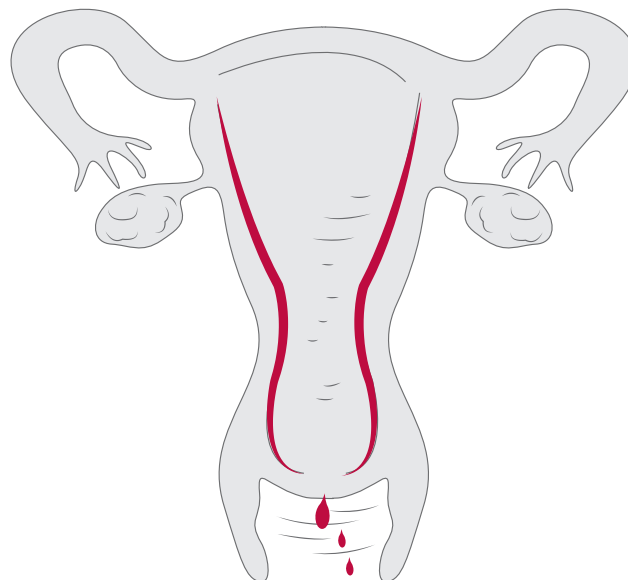
5

Menstrual period may continue/may be finishing



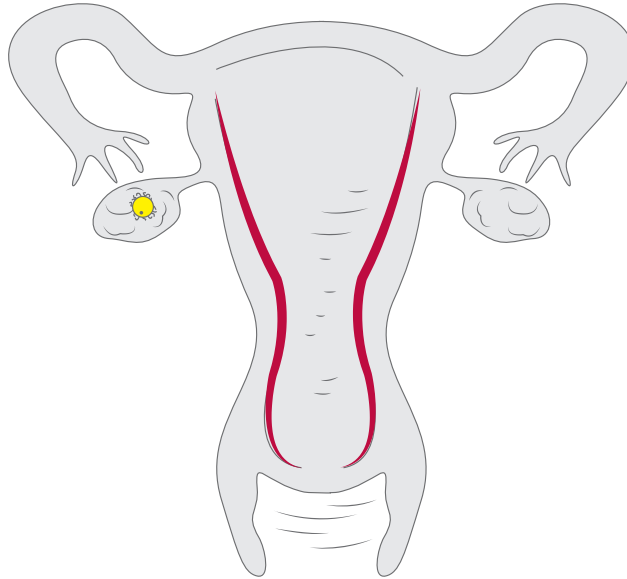
6

Menstrual period ending/ended and lining of uterus starting to grow again

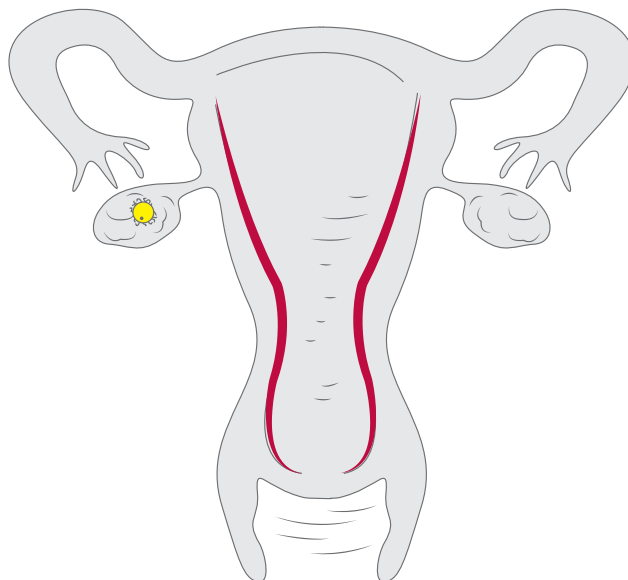




Menstrual period ending/ended and lining of uterus starting to grow again

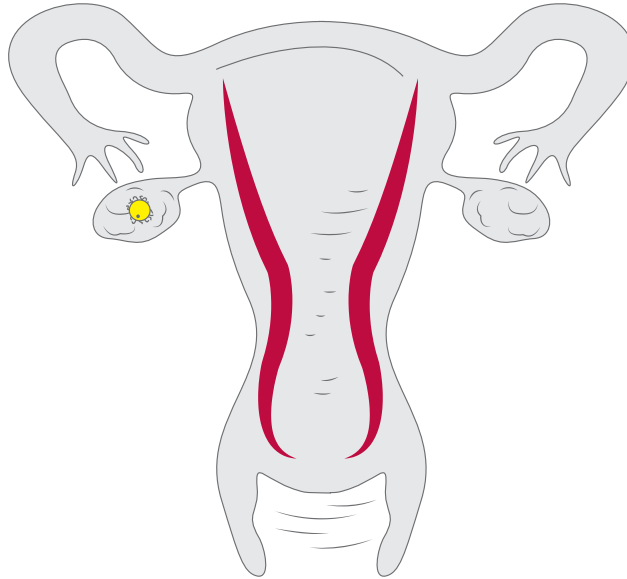


Lining of uterus continues to grow and one egg is preparing to be released



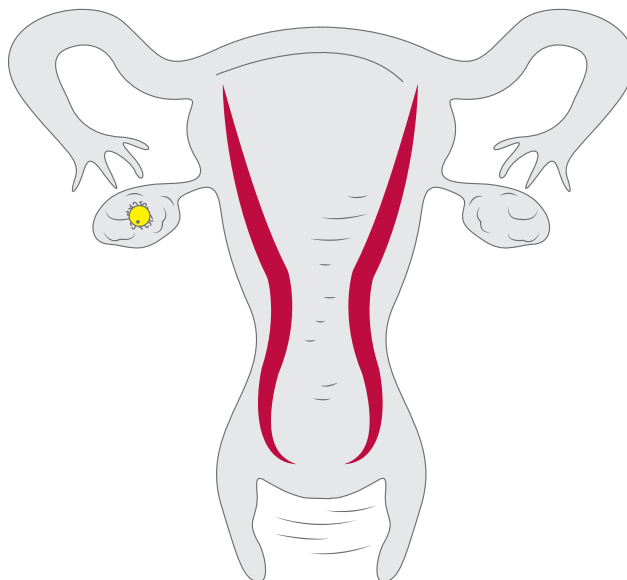
9

Lining of uterus continues to grow and one egg is preparing to be released



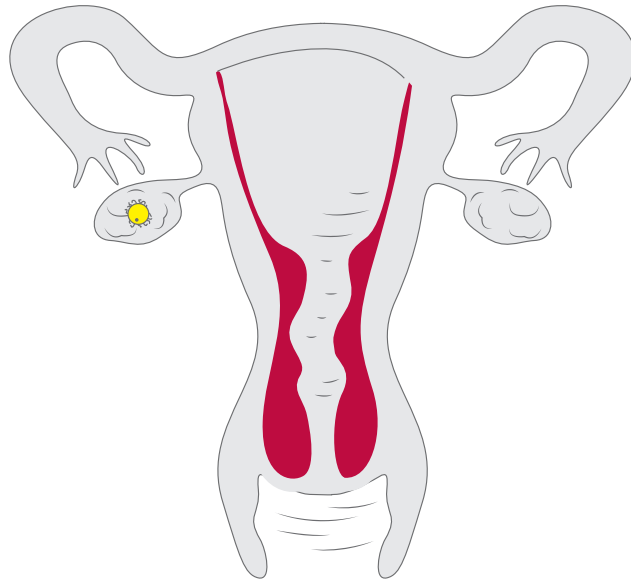
10

Lining of uterus continues to grow and one egg is preparing to be released



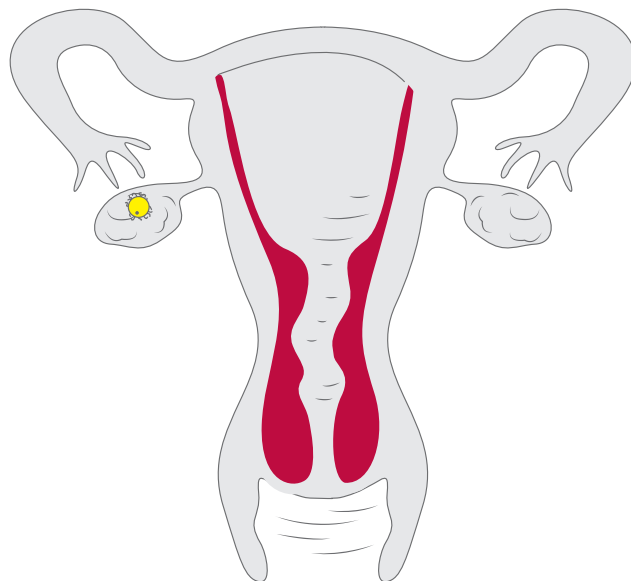
11

Lining of uterus continues to grow and one egg is preparing to be released



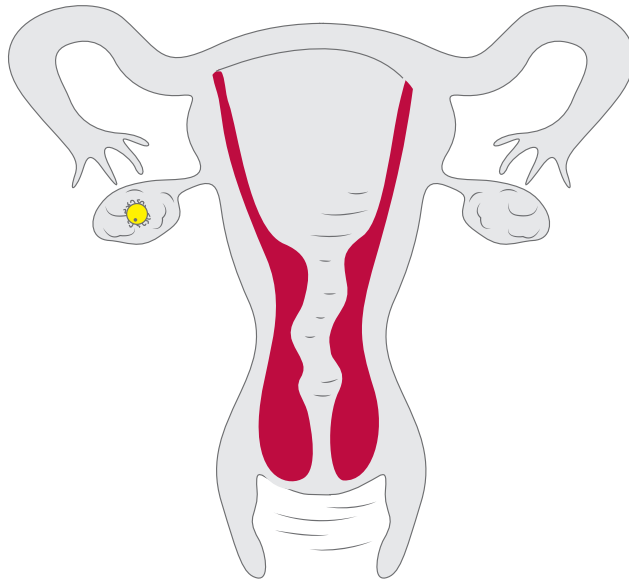
12

Lining of uterus continues to grow and one egg is preparing to be released



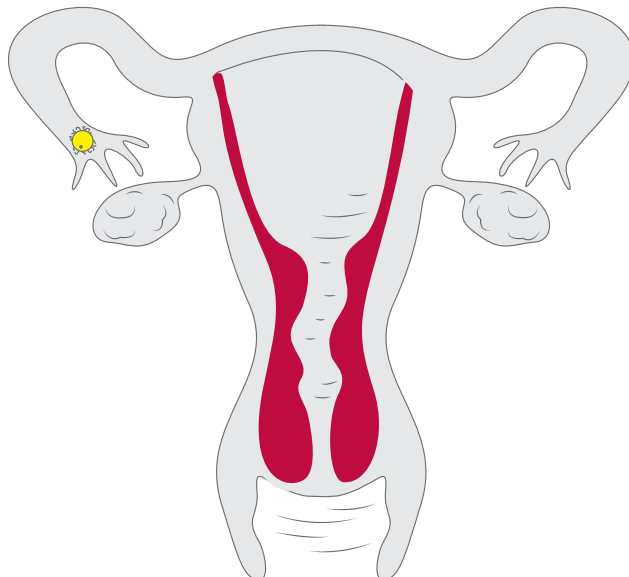
13

Lining of uterus continues to grow and one egg is preparing to be released



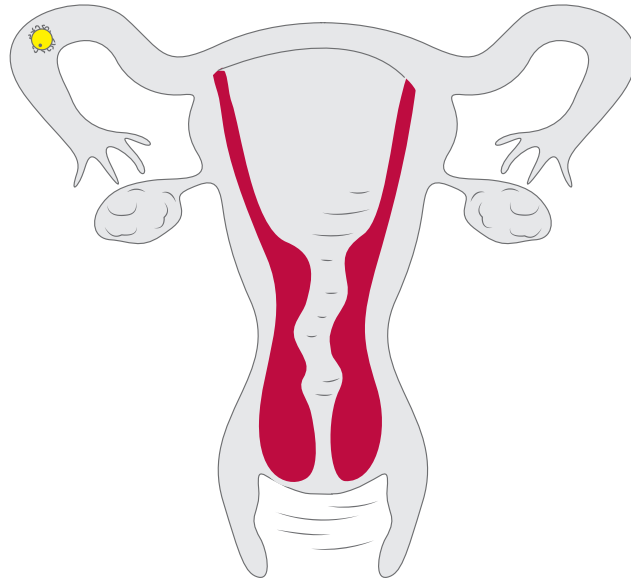
14

Ovulation is most likely to occur, meaning an egg is released from an ovary and starts to travel down a fallopian tube.



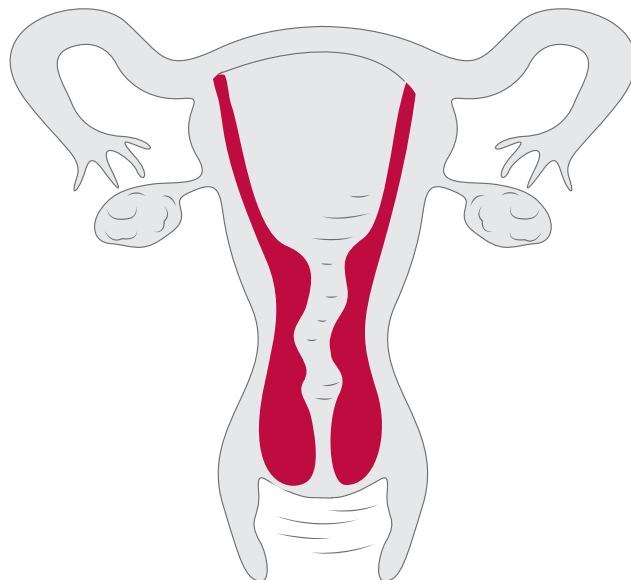
15

The egg, if it does not unite with a sperm by the end of Day 15, will dissolve and no longer viable.



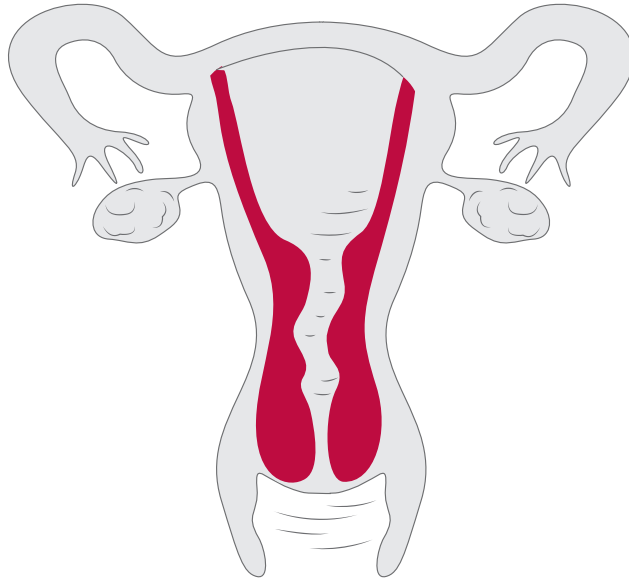
16

The egg has dissolved and will leave the body during the menstrual period.



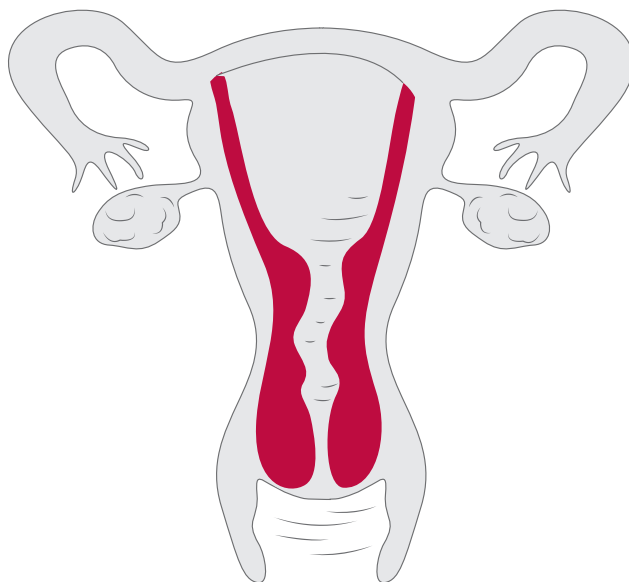
17

Lining of uterus continues to grow,
just in case it's needed



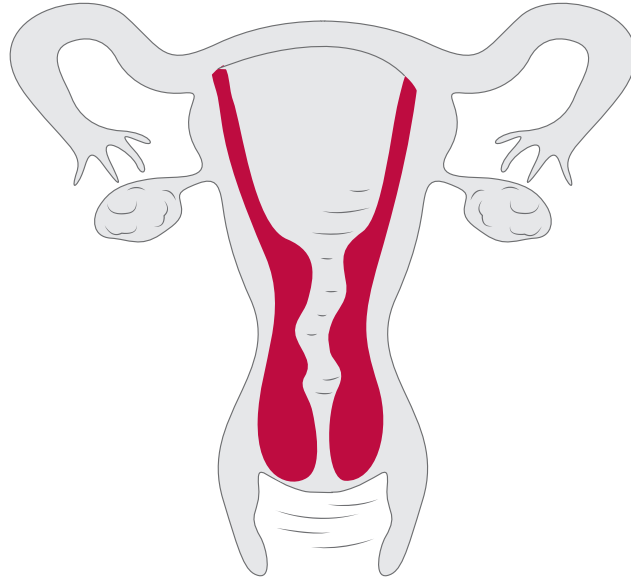
18

Lining of uterus continues to grow,
just in case it's needed



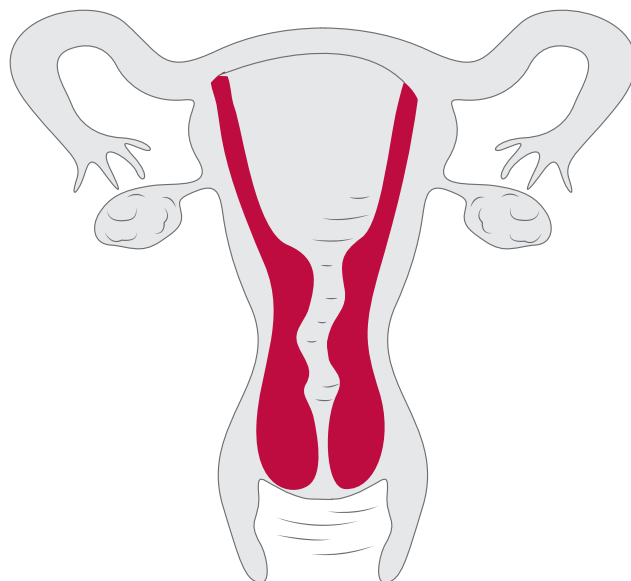
19

Lining of uterus continues to grow,
just in case it's needed



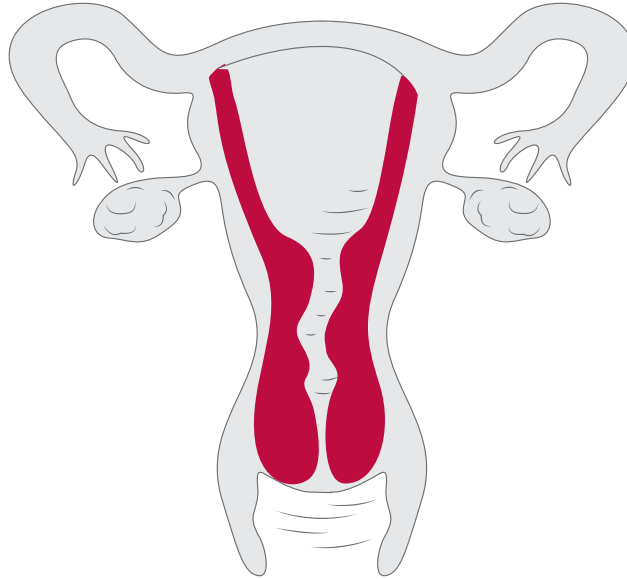
20

Lining of uterus continues to grow,
just in case it's needed



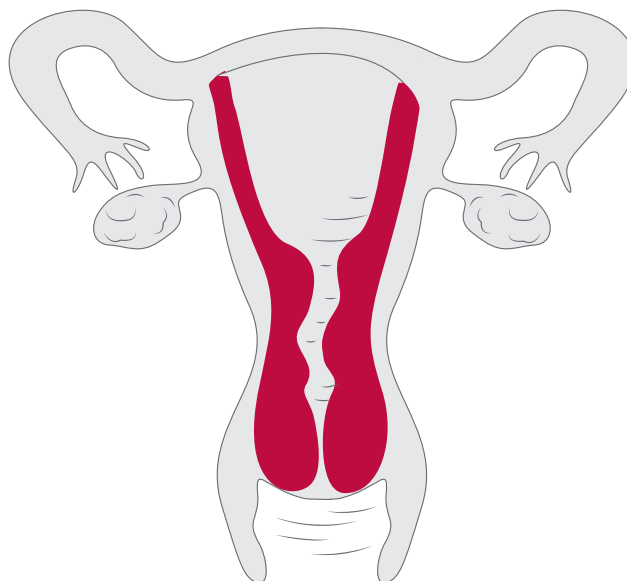
21

Lining of uterus continues to grow,
just in case it's needed



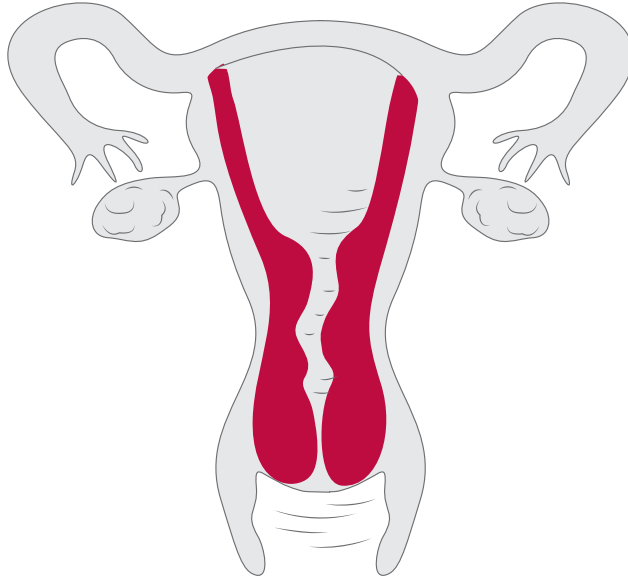
22

Lining of uterus continues to grow,
just in case it's needed



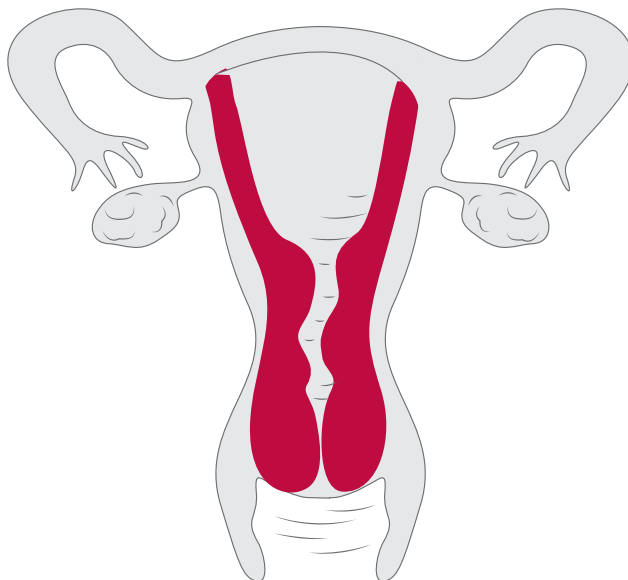
23

Lining of uterus continues to grow,
just in case it's needed



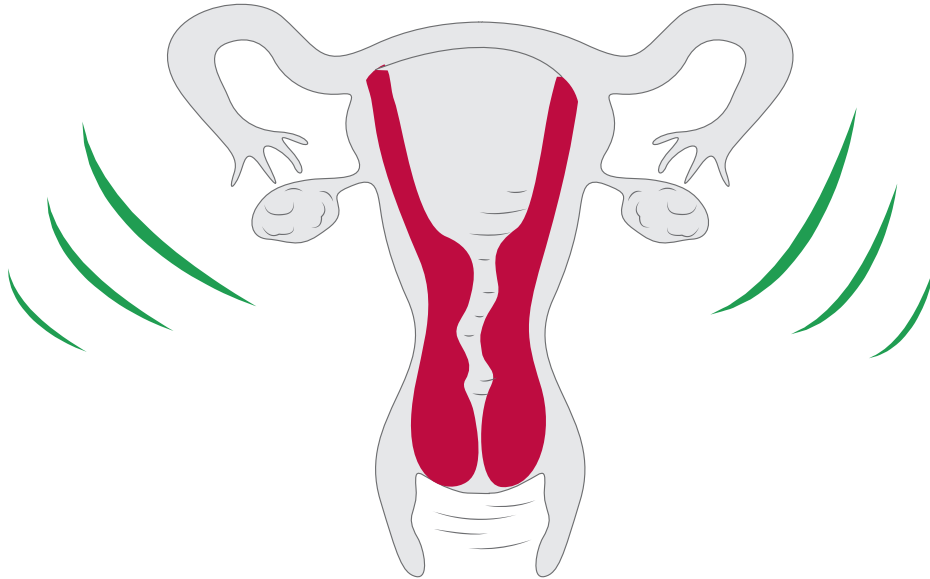
24

Lining of uterus continues to grow,
just in case it's needed



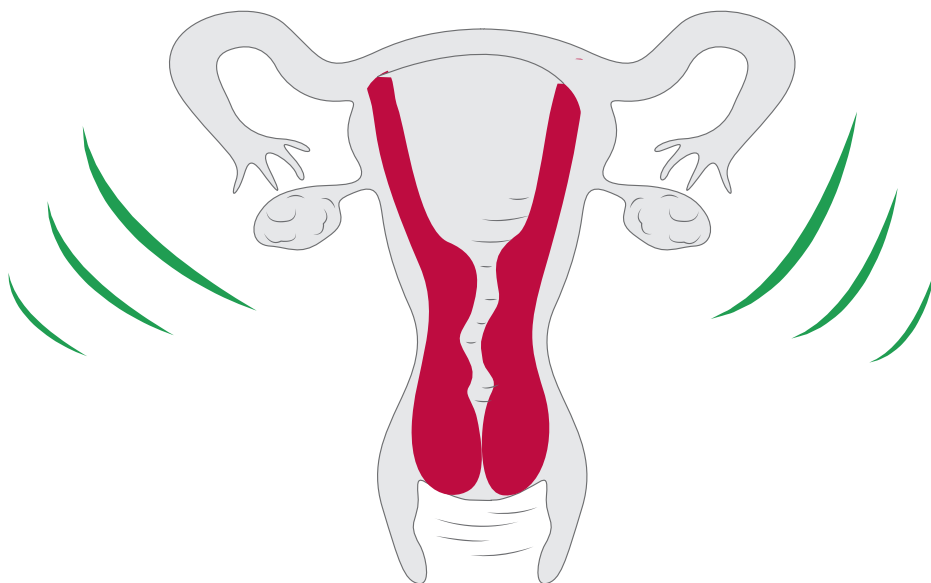
25

Lining of uterus continues to grow
and hormones signal body to prepare
for next menstrual period



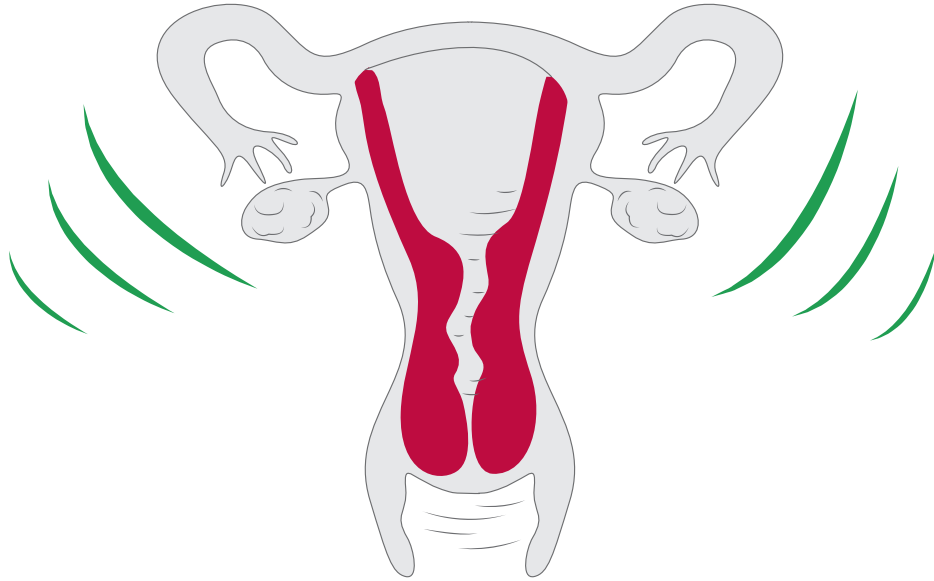
26

Lining of uterus continues to grow
and hormones signal body to prepare
for next menstrual period



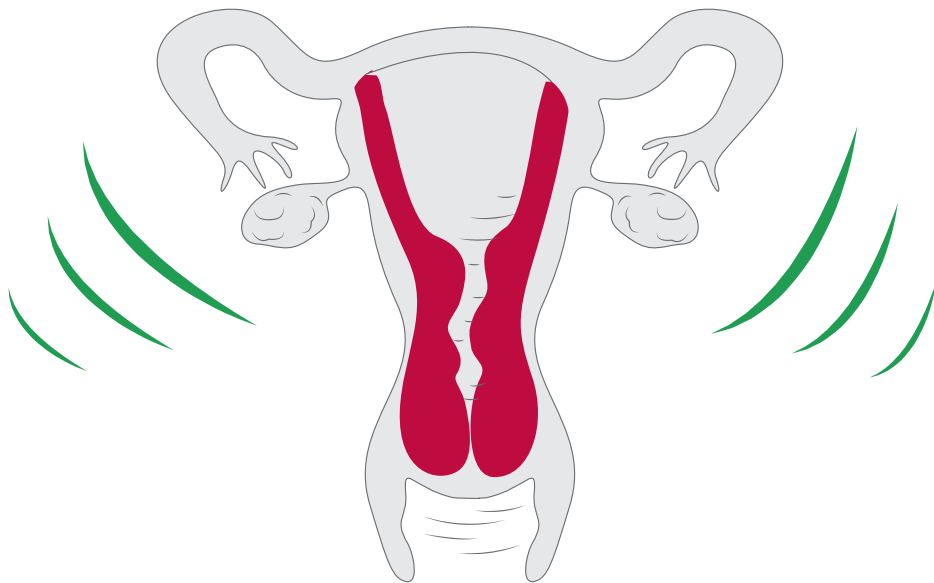
27

Lining of uterus continues to grow
and hormones signal body to prepare
for next menstrual period



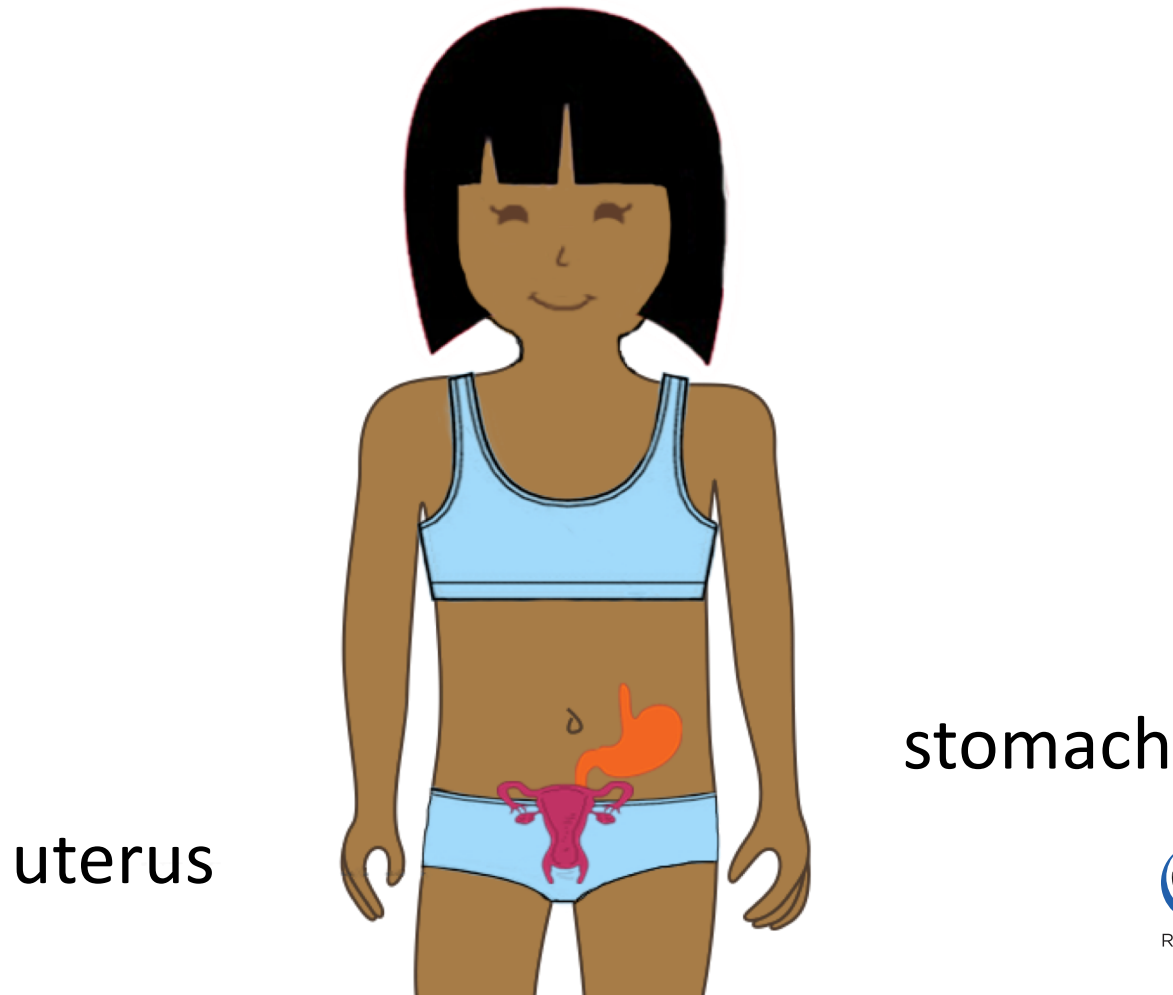
28

Lining of uterus continues to grow
and hormones signal body to prepare
for next menstrual period

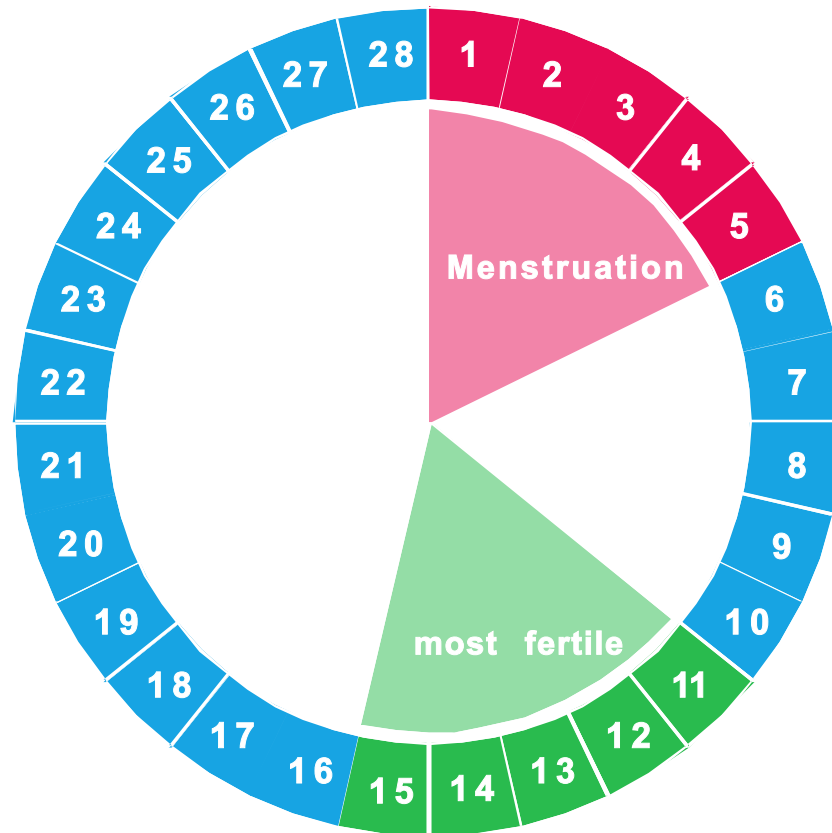


Fertility and the Menstrual Cycle

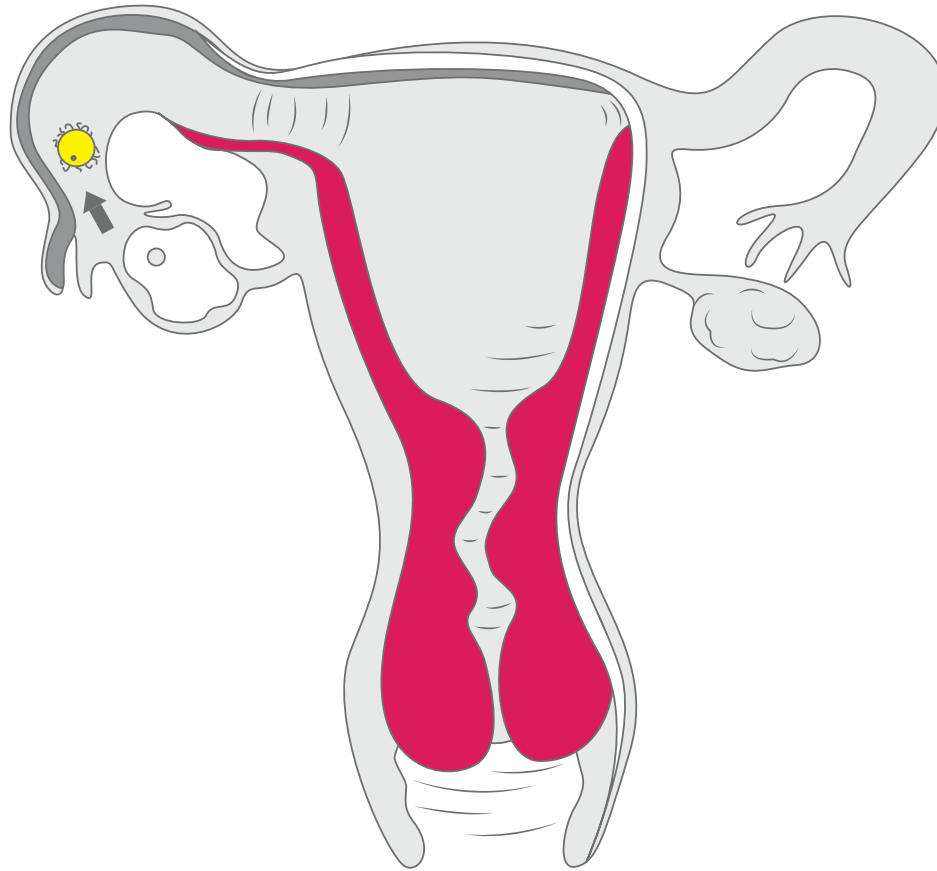
A female's uterus is located in the abdomen next to the stomach. The uterus is involved with menstruation.



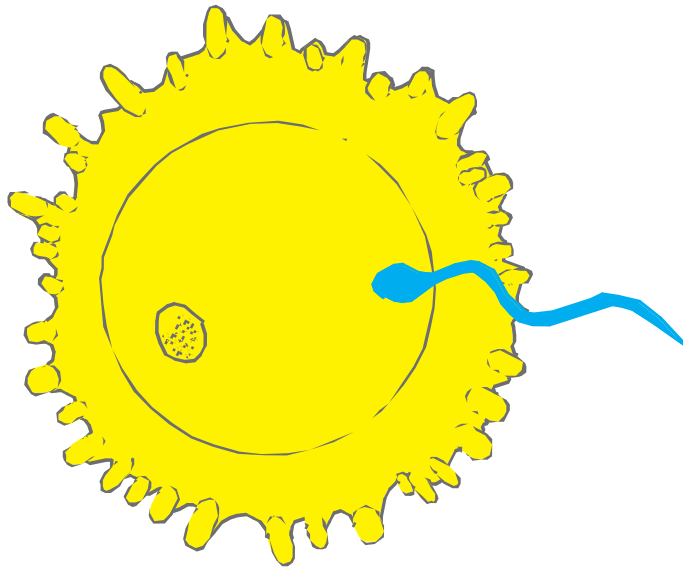
- Average menstrual cycle is about 28 days, but varies widely from person to person.
- Menstrual periods usually start between the ages of 9-15.



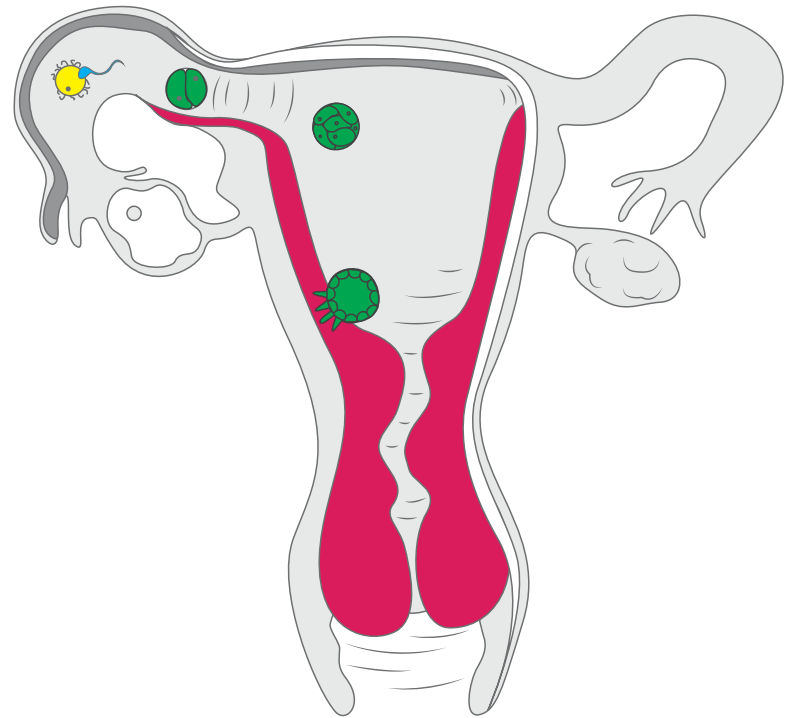
Each month, an ovary releases an ovum,
or egg, into the fallopian tube.



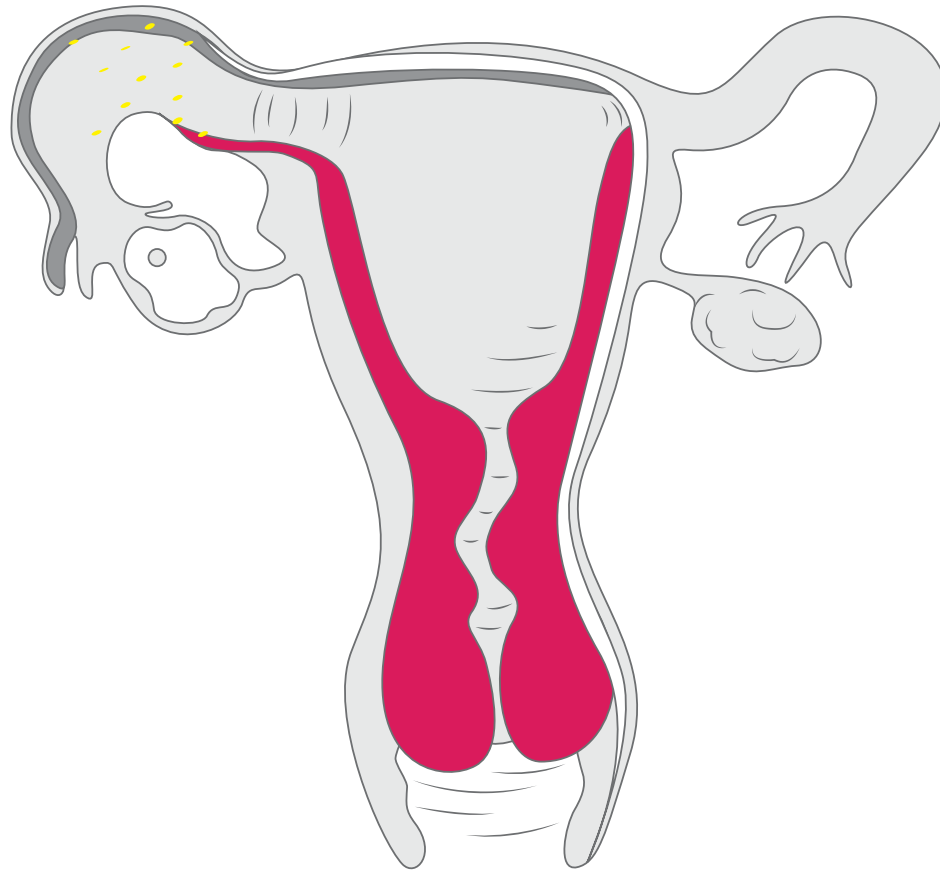
While it's traveling, if the ovum unites with a sperm and implants in the uterus a pregnancy can begin.



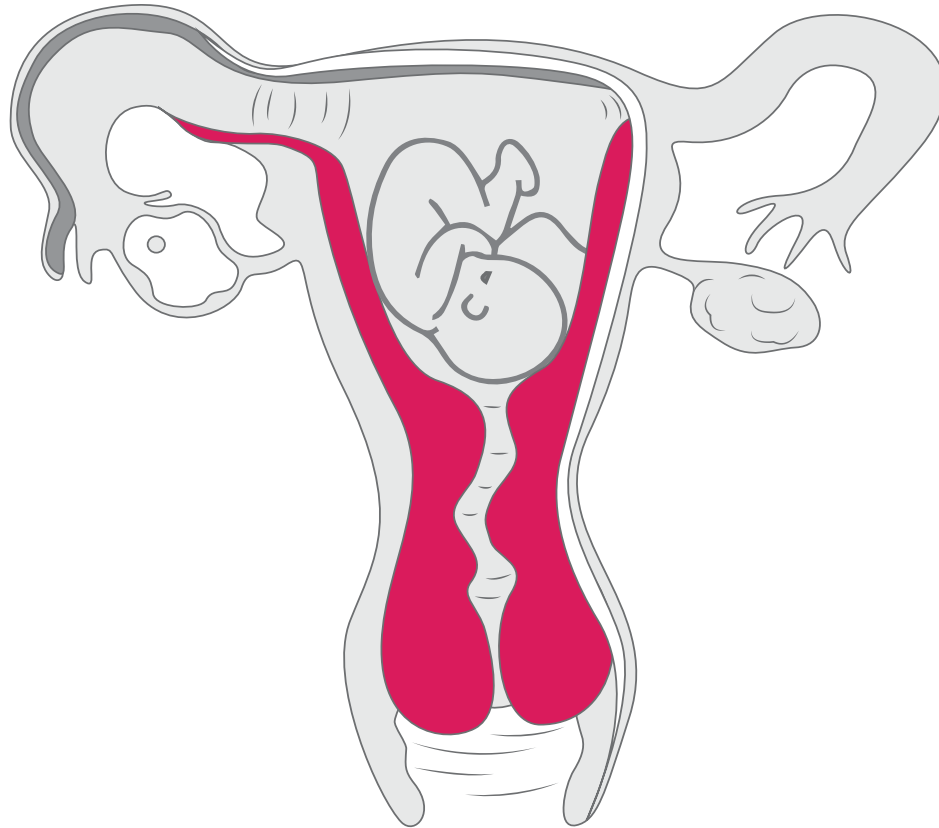
FERTILIZATION



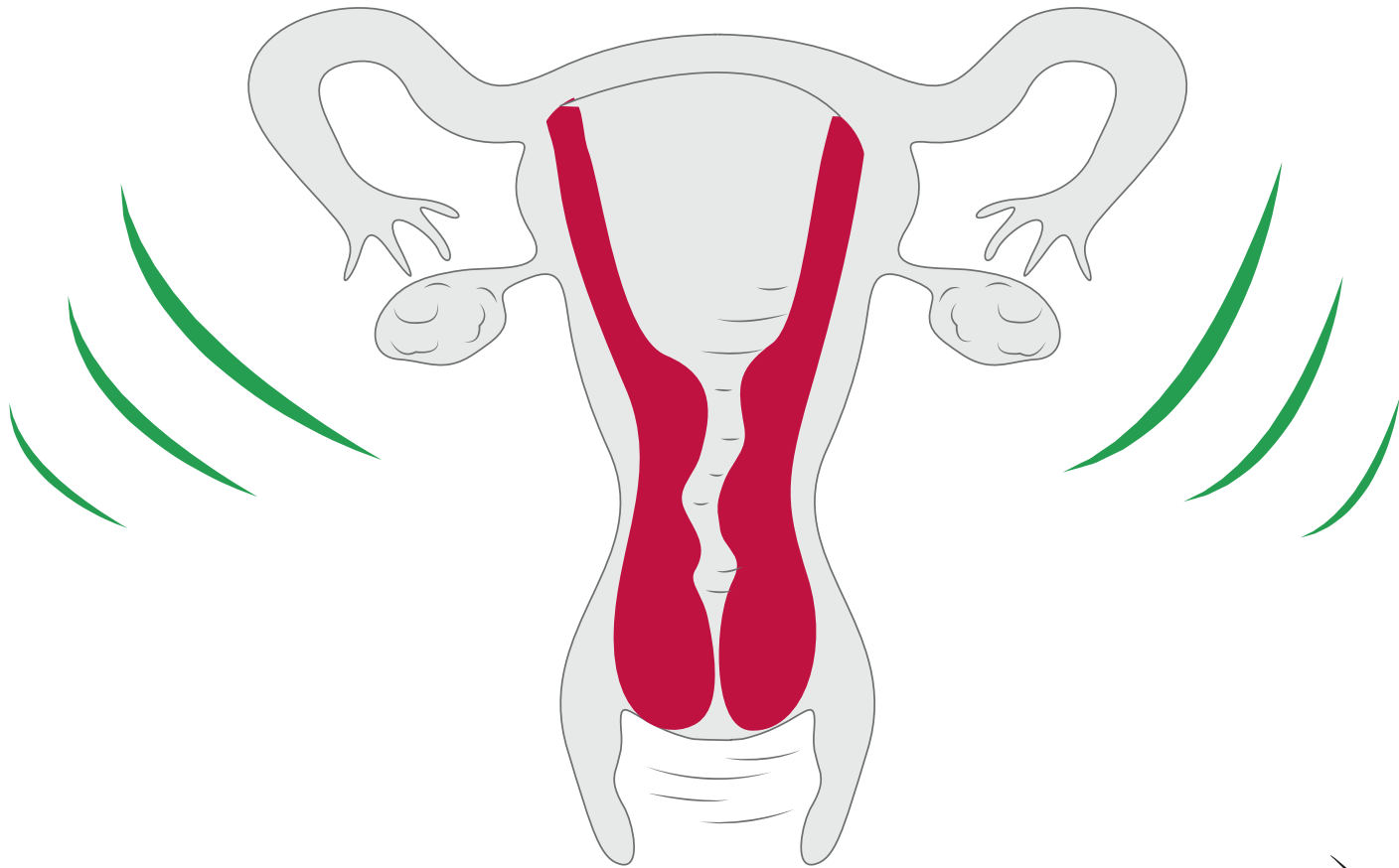
If the egg does not unite with a sperm within 24-48 hours, it will dissolve and be reabsorbed by the body.



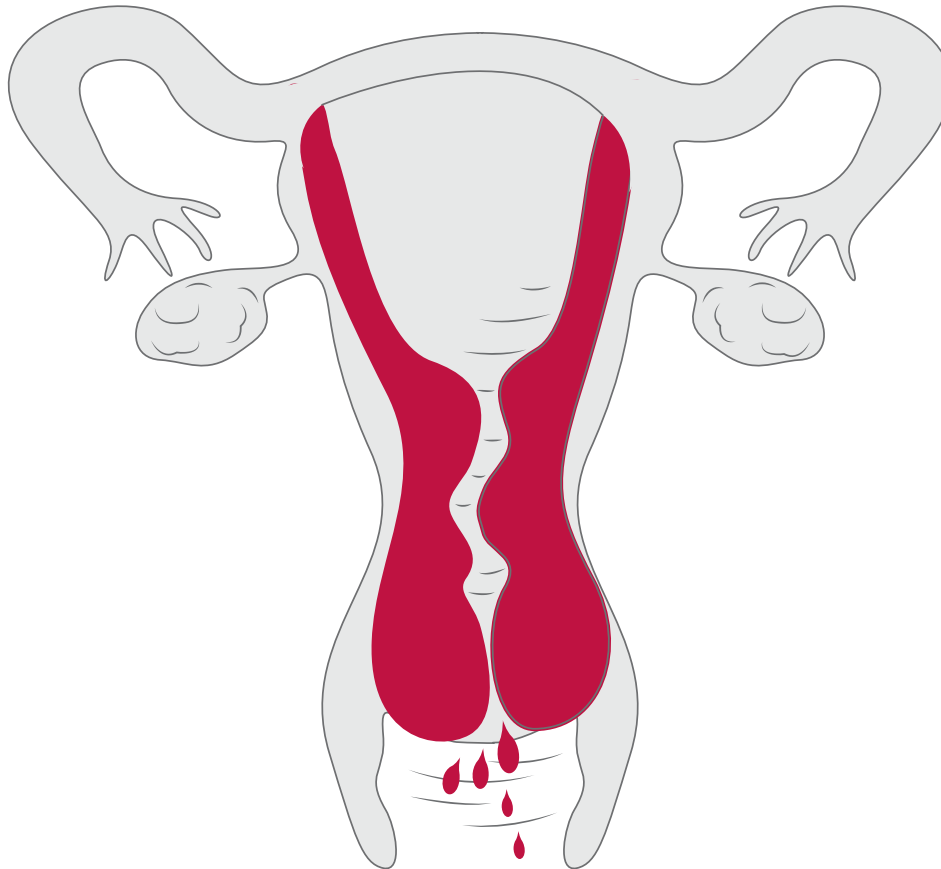
To prepare for a potential pregnancy, each month the uterus grows a thick lining to create a good environment for the potential fetus. That is what a baby is called before it's born.



If the egg and sperm do not unite, hormones signal the uterus to prepare to shed the lining causing someone to menstruate or have “a period”.



Menstruation, or having “a period” is when the uterus rids itself of the lining because there was no fertilized egg.



Great Expectations: Signs and Symptoms of Pregnancy

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.CC.5 – Describe the signs and symptoms of a pregnancy.

PR.8.CC.6 – Identify prenatal practices that can contribute to a healthy pregnancy.

TARGET GRADE: Grade 7
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheet: “Early Pregnancy Symptoms” – one per every two students
- PowerPoint: “Pregnancy Symptoms”
- LCD projector and screen
- Desktop or laptop with PowerPoint on it
- Teacher’s Guide: “Early Pregnancy Symptoms”
- Index cards – one per student
- Shoebox with an opening cut in the cover large enough for students to push their cards through (anonymous question box)
- Homework: “What’s It Like to Be Pregnant?” – one per student
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

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

1. Name at least three common symptoms of pregnancy. [Knowledge]
2. List at least two things a person can do once they discover they are pregnant to promote a healthy pregnancy. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Explain that you are going to be talking about early signs and symptoms of pregnancy. Tell them that to get started, they will be working in pairs on an activity.

Divide the class into pairs. Tell them that they are going to be receiving a set of drawings that represent various signs that a person might be pregnant. Explain that they should match each drawing to the list of symptoms at the bottom. Let them know they will have 10 minutes in which to match the terms with the drawings. (14 minutes)

STEP 2: After 10 minutes, show the PowerPoint with the individual images of each drawing and ask students to provide the answers they came up with. With each slide, provide the information as described in the teacher’s guide. (20 minutes)

STEP 3: Say to the students, “Once a person confirms they are pregnant, they need to decide whether they are going to have the baby and become a parent, have the baby and let someone adopt it, or end the pregnancy (at its earliest stage). The second two options are available for a number of reasons, including that the pregnant person may not feel they would be able to take care of a baby because of their age or life circumstances.”

Great Expectations: Signs and Symptoms of Pregnancy

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

Say, “If a person chooses to carry the pregnancy for all nine months, they need to work to keep both themselves and the fetus healthy for those nine months. A ‘fetus’ is what we call a baby as it grows inside a person’s uterus. Working to keep the fetus and pregnant person healthy is part of what’s called, ‘prenatal’ care. ‘Pre’ means ‘before,’ and ‘natal’ refers to ‘birth.’ So ‘prenatal care’ refers to all the things a pregnant person needs to do to keep themselves and the fetus healthy.”

Ask students to think of some examples of things a pregnant person should – and should not do – when they discover they are pregnant. Write responses on the board, probing for the following:

- Get a lot of sleep
- Exercise
- Reduce stress (exercise helps with that)
- Take vitamins
- Eat well
- Stop smoking
- Don’t drink alcohol
- Reduce the amount of caffeine they drink

(10 minutes)

STEP 4: Tell the class you touched on a lot of information today, but that there is much more to pregnancy than what you discussed in this class. Distribute an index card to each student and ask them to write down any question they still have about pregnancy that was not answered today. Tell them that if anyone does not have a question they should still write on their index card, “I don’t have a question” so that everyone will write something.

Ask students to place their index cards into the anonymous question box as they leave class. As they hand in their cards, be sure to hand them each their homework sheet.

***Note to the Teacher:** Be sure to allocate time in your next class session to answer the questions asked. If some have nothing to do with pregnancy, feel free to hold those until you get to those topics in class; just be sure to tell the students that’s what you’re planning to do so they don’t feel like their questions were ignored.* (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Both of the in-class activities will serve as assessment of the two learning objectives. In addition, the homework assignment is designed to reinforce the lesson content while concretizing it with real-life experiences.

HOMEWORK:

Students will complete an interview with someone in their lives who has been pregnant.

***Note to the Teacher:** Although there are instructions on the homework sheet for the parents/caregivers, you may wish to consider sending home an email to ensure they have some guidance about who would be an appropriate person to interview. A family member or family friend who lost a pregnancy or had a very challenging one would not be a good candidate for this interview, which is designed to reinforce the class content.*

Pregnancy Symptoms

Teacher's Guide

Instructions: Use this guide to share information with students about the signs and symptoms of pregnancy after they have completed the match game.

Shortness of breath – Lots of things can cause us to be short of breath at times. When a person gets pregnant, they can sometimes feel like it's harder to do things they could have done previously without getting winded. One example is going up a flight of stairs.

Swollen/sensitive breasts – One reason why it can be hard for a person to know whether they are pregnant is that the symptoms imitate the symptoms of having a period. Just like during a period, a person's breasts can swell slightly or be sensitive to touch – and not sensitive in a good way, more in an achy way. The breasts will continue to grow in size during the pregnancy as they prepare to make milk for breastfeeding the infant after it's born.

Feeling tired – Similar to being short of breath, pregnant people often find they get tired a bit more easily and often.

Feeling nauseous/throwing up – Many people have heard about “morning sickness” – where pregnant people wake up first thing in the morning feeling woozy or actually throw up. Sometimes, this happens only during the early stages of pregnancy; other people have it all nine months!

Going to bathroom more frequently (peeing) – Once a person is pregnant, they are peeing out the food and liquids they eat, as well as the food and liquids from the fetus growing inside. A “fetus” is what we call a baby until it is born.

Going to the bathroom less frequently (pooping) – As trips to the bathroom increase to pee, they actually may have a harder time moving the bowels during pregnancy. This has to do with the changes in hormones in the body – and later with the growing fetus pushing down on various organs inside the body.

Headaches – These are usually pretty minor, and usually during the first trimester. What causes these can be different depending on the individual person – but can be caused by not sleeping as well, being tired, feeling hungry, etc. Lots of pregnant people don't experience them at all.

Lower back pain/cramps – This is another symptom that can make a person think they are about to have a period instead of being pregnant. Cramping is common as the body is adjusting to having a fetus growing inside. The uterus is where the fetus grows – the baby doesn't grow in the stomach.

Weird food cravings – Some people get a sense that they might be pregnant when they start craving – or really, REALLY wanting -- foods that don't typically go together – or foods they never ate before. For example, someone who previously never ate meat might start craving a hamburger.

Pregnancy Symptoms

Teacher's Guide

Weird food aversions – Opposite to food cravings, there may be some foods that a pregnant person always liked which they might suddenly not just stop eating, but actually feel put off by. This could be due to the texture, look, taste or smell of the food.

More sensitive sense of smell – Speaking of sense of smell – some pregnant people have a really heightened sense of smell. They may be more sensitive to negative smells, such as garbage, or even to typically positive smells, such as perfume or cologne.

Mood swings – You may remember talking about mood swings as something you go through during puberty because your hormone levels go up and down. Same thing in pregnancy. Some people feel very emotional for seemingly no reason.

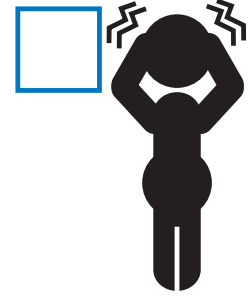
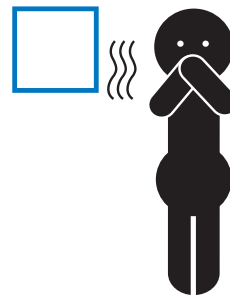
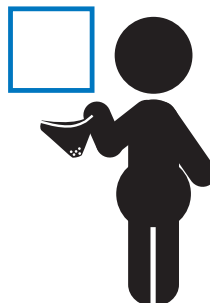
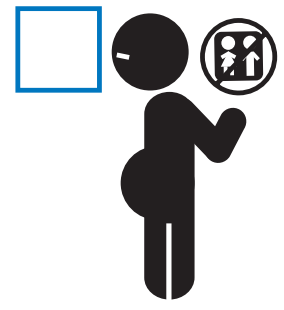
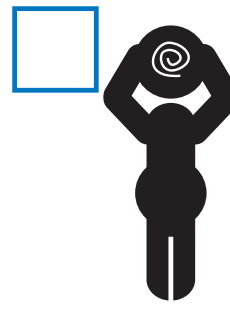
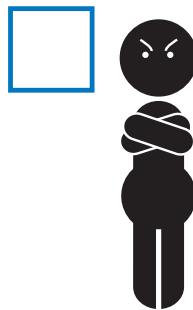
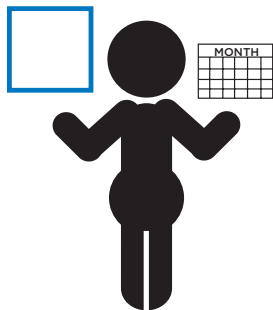
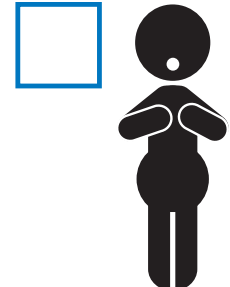
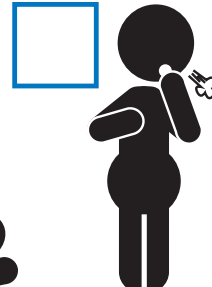
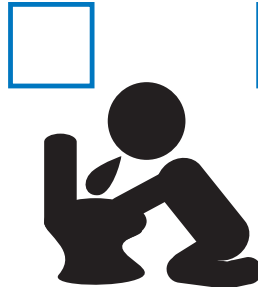
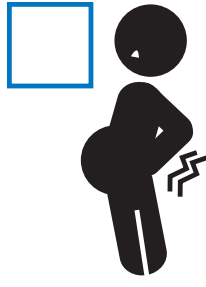
Dizziness – Many people do not feel dizzy, but slight dizziness is common, particularly at the very beginning.

Light spotting – It's very common for someone to experience some light spotting when they're pregnant. "Light spotting" means they might notice a little bit of blood in their underwear or on the toilet paper when they use the bathroom. Some people mistakenly think that means they are either about to get or having a light period, but light spotting can be a sign of pregnancy.

Missing a period – This is perhaps the most common symptom of pregnancy. People who don't have their period when they're supposed to often take that as a sign to take a home pregnancy test or go to a doctor's office or clinic to be tested. When people are younger, their periods are often less regular so it's important for a person who skips a period to take a pregnancy test as well. Plus, if they have never had vaginal intercourse, it's impossible for them to be pregnant.

Early Pregnancy Symptoms Worksheet

Names: _____



- 1 - SHORTNESS OF BREATH
- 2 - SWOLLEN/SENSITIVE BREASTS
- 3 - FEELING TIRED
- 4 - FEELING NAUSEOUS/THROWING UP
- 5 - GOING TO BATHROOM MORE FREQUENTLY (PEEING)
- 6 - POOPING LESS FREQUENTLY (CONSTIPATION)
- 7 - HEADACHES

- 8 - LOWER BACK PAIN/CRAMPS
- 9 - WEIRD FOOD CRAVINGS
- 10 - WEIRD FOOD AVERSIONS
- 11 - MOOD SWINGS
- 12 - MORE SENSITIVE SENSE OF SMELL
- 13 - DIZZINESS
- 14 - LIGHT SPOTTING
- 15 - MISSING A PERIOD

Homework: What's It Like to Be Pregnant?

Name: _____

Parents/Caregivers: Please help your child to identify someone either in your family or a close enough family friend who experienced a pregnancy, gave birth and became a parent. Please be sure to choose someone for whom the pregnancy outcome was a positive experience so that the focus of the homework stays on the experience of being pregnant.

Person you interviewed (first name and relationship to you, like, "my aunt Denise"):

Interview Questions:

What made you think you might be pregnant? _____

How did you know for sure? _____

How did you feel when you found out you were? _____

Did your body feel any different during the first few months of pregnancy? If yes, how?

What was the coolest thing about how your body changed when you were pregnant?

What was something you didn't like about being pregnant? _____

What was the best thing about being pregnant? _____

Signature of person interviewed: _____

Early Symptoms of Pregnancy

Early Symptoms of Pregnancy



Feeling tired



Back pain

Early Symptoms of Pregnancy



Throwing Up

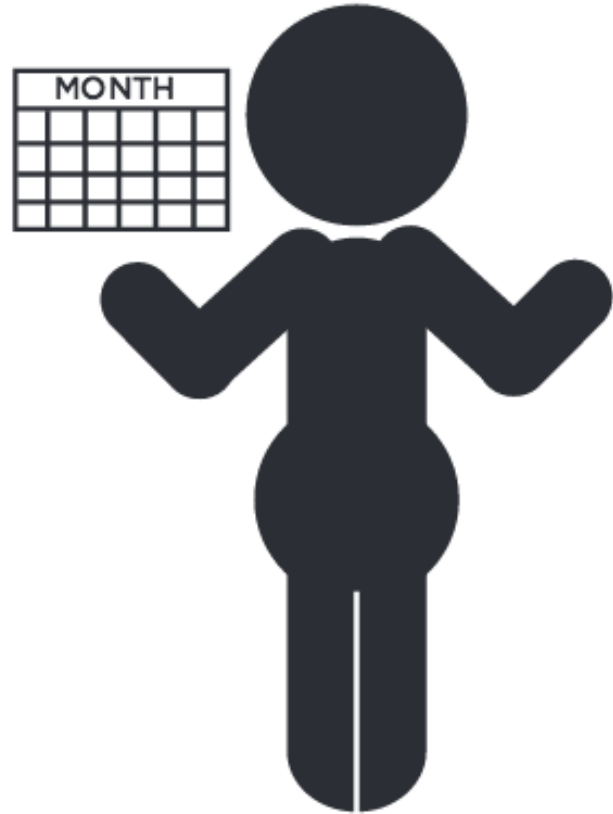


Shortness of Breath

Early Symptoms of Pregnancy



Swollen breasts



Missing a period

Early Symptoms of Pregnancy



Food aversions



Mood swings

Early Symptoms of Pregnancy



Dizziness



Constipation

Early Symptoms of Pregnancy



Urinating more often

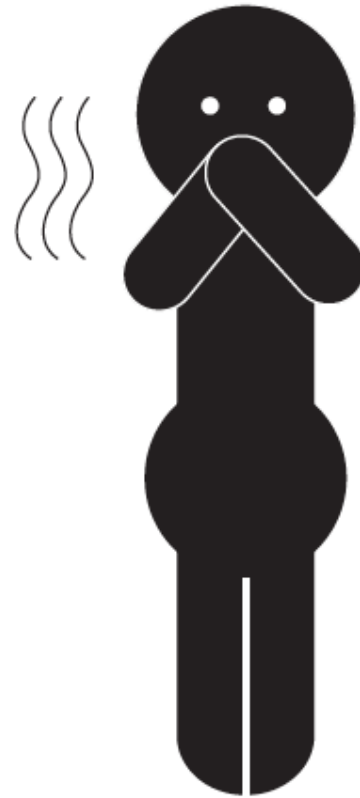


Food cravings

Early Symptoms of Pregnancy



Spotting



Sensitive to smell

Early Symptoms of Pregnancy



Headaches

Protecting Your Health: Understanding and Preventing STDs

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

SH.8.CC.1 – Define STDs, including HIV, and how they are and are not transmitted.

SH.8.CC.2 – Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each.

SH.8.CC.3/PR.8.CC.3 – Describe the signs, symptoms and potential impacts of STDs, including HIV.

TARGET GRADE: Grade 7
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- One copy of “STD Clues Sheets” 1-9
- One copy of “STD Clues Answer Key” 1-9
- “STD Clues Worksheet” – enough copies for triads in class to each have one
- One copy each of the STD High Risk, Low Risk and No Risk signs
- List of Behaviors for STD Risk – enough copies for triads in class to each have one
- Homework: “HIV and AIDS” – one per student
- Masking tape
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Post the STD Clues Sheets around the room with enough space between them so that students will not get crowded around each.
- Tear off 13 one-inch pieces of masking tape and have them taped to a table or desk at the front of the room.

LEARNING OBJECTIVES:

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

1. Define STDs and HIV. [Knowledge]
2. Name at least three common STDs and how they are transmitted. [Knowledge]
3. Compare sexual behaviors that put people at high, low or no risk for STDs. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Explain that today's lesson is about sexually transmitted diseases (STDs) and HIV.

Say the following, writing key terms on the board as needed: “A sexually transmitted disease means a disease a person can get from another person when they do something sexual with that person. You can only get an STD from someone who has one. You may hear ‘STD or ‘STI’ used out in the world; the ‘D’ refers to ‘disease,’ and the ‘I’ to infection. There is a minor difference between the two, but for the purposes of this lesson, we will be referring to STDs.

We're also going to be talking about HIV, which stands for the Human Immunodeficiency Virus. The ‘Human’ part means only people can get

Protecting Your Health: Understanding and Preventing STDs

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

it and transmit to other people. While there are animal versions of HIV, a person cannot get HIV from a cat or a dog or any other animal, or vice versa. ‘Immunodeficiency’ is actually two words stuck together – you might remember from science class that our immune system is the system in our body that fights off infection. A deficiency is when something isn’t working the way it should. So when a person has HIV, they have a deficient immune system – meaning, infections their body could usually fight off on its own are harder or even impossible to fight off. So HIV is a virus that weakens the immune system that, if it is not successfully treated, can become AIDS.”

Tell the students that there are many STDs, but that they tend to have at least a few things in common with other STDs. So you are going to be doing an activity where they are going to be assigned an STD and try to discover which one they have. (3 minutes)

STEP 2: Divide the class into nine groups. Say, “Each small group will receive a sheet of paper with a list of clues on it. Around the room are sheets with characteristics of different STDs. Your job is to go around the room, and based on what’s listed on those sheets of paper, determine which STD is on your paper. At the bottom of your sheet is a word bank of different STDs. When you find something that doesn’t apply to you, just cross it off. By the end of the activity, you should have named the STD.” Tell them that they will have 10 minutes in which to work on these. Distribute the sheets, and ask them to get started (12 minutes).

STEP 3: Once 10 minutes have elapsed, have the groups return to their seats, staying in their groups. Go through the responses using the answer key. (8 minutes)

STEP 4: Say, “One of the things all these STDs have in common is that they can be transmitted through sexual behaviors. But some behaviors put people at higher risk than others. We’re going to do an activity now where we will look at which behaviors carry a lot of risk, which put you at some risk, and which have no risk for transmitting STDs.” Since students are already in their groups from the first activity, ask them to remain in their groups. Tell them that you are going to hand out a list of sexual behaviors people can do. Ask them to read each of them and decide together whether they think each behavior puts a person at high risk for getting an STD, some (but lower) risk, or no risk. Ask them to make three piles on the desk or table in front of them. Tell them that they will have 10 minutes to complete the activity. (12 minutes)

Note to the Teacher: As students are working, post the “High Risk, Low Risk, No Risk” signs to the board with at least 2 – 3 feet between each for easy reading.

STEP 5: Once ten minutes have passed, ask one of the groups to bring their answers up and tape them to the board beneath each of the signs you have posted using the masking tape you pre-tore before class started. Make corrections as necessary and go through the responses using the Answer Key as a guide.

Once you have been through all the answers, say, “A key point about STDs and your risk for them is that one person has to have an STD in order to give it to someone else. None of these behaviors, including the high risk behaviors, can spontaneously create an STD. They are caused by bacteria, they are caused by viruses, they are caused by parasites or bugs. This means that just as you can be exposed to them by someone who has one, you can take

Protecting Your Health: Understanding and Preventing STDs

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specific steps to lower or eliminate your chances of getting one.”

Answer any questions they may have about the activity. Describe the homework, which is a worksheet specifically on HIV and AIDS, which needs to be completed using the internet and handed in at the next class. (15 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Student participation in the two small group activities will enable the teacher to measure whether the learning objectives have been achieved. The small groups increase the chance of participation by all members, and going over the answers in front of the whole class will reinforce the content.

HOMEWORK:

Ask students to complete the HIV and AIDS worksheet, the answers to which can be found on the website listed on the assignment. An answer key is provided for the teacher.

(Note: Activities in this lesson inspired by Gareth Cheesman <http://www.sharemylesson.com/teaching-resource/sti-clue-activity-6111340/> and Positive Images: A New Approach to Contraceptive Education by Peggy Brick and Carolyn Cooperman)

STD #1: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be cured easily.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

STD #2: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer only some protection protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You can be detected by a blood test.
6. You can be transmitted through oral sex.
7. You can be transmitted via skin-to-skin contact.
8. You cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

STD #3: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer only some protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You can be transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

STD #4: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be cured easily.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

STD #5: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are detected by a blood test.
6. You are not transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

STD #6: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You can be detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

STD #7: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms do not offer any protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You are not transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

STD #8: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are detected by a blood test.
6. You are transmitted through oral sex.
7. You are transmitted via skin-to-skin contact.
8. You can cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

STD #9: _____

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You are not transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are caused by a parasite or a “bug”.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

ANSWER KEY
STD #1: CHLAMYDIA

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be cured easily.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

ANSWER KEY
STD #2: GENTIAL HERPES

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer only some protection protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You can be detected by a blood test.
6. You can be transmitted through oral sex.
7. You can be transmitted via skin-to-skin contact.
8. You cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

ANSWER KEY
STD #3: HUMAN PAPILLOMA VIRUS (HPV)

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer only some protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You can be transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

ANSWER KEY
STD #4: GONORRHEA

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be cured easily.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

ANSWER KEY
STD #5: HEPATITIS B

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are detected by a blood test.
6. You are not transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

ANSWER KEY
STD #6: HIV/AIDS

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be treated, but not cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You can be detected by a blood test.
6. You can be transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

ANSWER KEY
STD #7: SCABIES AND PUBIC LICE

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms do not offer any protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You are not transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

ANSWER KEY
STD #8: SYPHILIS

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms offer very good protection against you.
4. You are not one of the most common STDs among adolescents in the US.
5. You are detected by a blood test.
6. You are transmitted through oral sex.
7. You are transmitted via skin-to-skin contact.
8. You can cause an outbreak of sores within two weeks of having it.
9. You are not caused by a parasite or “bug.”
10. You do not have a vaccine.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

ANSWER KEY
STD #9: TRICHOMONIASIS

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.
2. You can be easily cured.
3. Condoms offer very good protection against you.
4. You are one of the most common STDs among adolescents in the US.
5. You are not detected by a blood test.
6. You are not transmitted through oral sex.
7. You are not transmitted via skin-to-skin contact.
8. You do not cause an outbreak of sores within two weeks of having it.
9. You are caused by a parasite or a “bug”.

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Are you **spread through sexual contact**, including vaginal sex, anal sex, and oral sex?

You could be...

CHLAMYDIA
GENITAL HERPES
HUMAN PAPILLOMAVIRUS (HPV)
GONORRHEA
HEPATITIS B
HIV/AIDS
SCABIES
PUBIC LICE
SYPHILIS
TRICHOMONIASIS

Can you be **CURED** easily?

You could be...

CHLAMYDIA
GONORRHEA
SYPHILIS
SCABIES
PUBIC LICE
TRICHOMONIASIS

Can you be **TREATED**, but NOT cured?

You could be...

GENITAL HERPES
HUMAN PAPILLOMAVIRUS (HPV)
HEPATITIS B
HIV/AIDS

Does a condom offer really good protection against you?

You could be...

CHLAMYDIA
GONORRHEA
HEPATITIS B
SYPHILIS
HERPES
HIV
TRICHOMONIASIS

Are you **one of the MOST COMMON STDs** among adolescents in the US? If so, you could be...

CHLAMYDIA
HUMAN PAPILLOMAVIRUS (HPV)
GONORRHEA
GENITAL HERPES
TRICHOMONIASIS

Can you be transmitted through **ORAL SEX?**

You could be...

CHLAMYDIA
GONORRHEA
SYPHILIS
HPV
GENITAL HERPES
HIV

Can you be transmitted via
SKIN-TO-SKIN CONTACT?

You could be...

GENITAL HERPES

HPV

SYPHILIS

Do you cause an outbreak of **SORES** within
two weeks of having it?

You could be...

GENITAL HERPES

HPV

SYPHILIS

Are you **CAUSED BY A PARASITE** or “bug?”

You could be...

TRICHOMONIASIS

SCABIES

PUBIC LICE

Do you have a **VACCINE?**

You could be...

HPV
HEPATITIS B

HOW HIGH IS THE RISK FOR STDs? ANSWER KEY

HIGH RISK FOR STDs	LOW RISK FOR STDs	NO RISK FOR STDs
Unprotected vaginal sex	Deep (“tongue”) kissing	Bathing together
Unprotected anal sex	Vaginal sex using a male or female condom correctly	Kissing on the lips
Unprotected oral sex	Anal sex using a condom correctly	Mutual masturbation
	Oral sex using a latex barrier or cut-open condom correctly	Solo masturbation
		Holding hands
		Abstaining from sexual activity

HIGH RISK FOR STDs

Unprotected oral, vaginal and anal intercourse are high risk behaviors for transmitting STDs. “Unprotected” means not using a latex barrier, such as a condom.

LOW RISK FOR STDs

Just as the key to the high risk behaviors was “unprotected,” the key word for low risk behaviors is “correctly.” These behaviors are only low-risk if condoms or other barriers are used consistently and correctly – which means every time two people are sexual together, from the beginning of the sex act to the end. As soon as body parts come into contact with each other, and/or mouths come into contact with body parts, STD transmission is possible.

The level of risk also depends on the STD. For example, deep or “tongue” kissing is high risk for herpes, but not for HIV.

In addition, although using male and female condoms and latex barriers significantly reduce the risk of STD transmission, they don’t protect partners completely. While semen and vaginal fluids are blocked by the condom, they do not cover bodies completely. When bodies rub against each other, they can also cause microscopic openings in the skin, which are small enough for some viruses to pass through in order to transmit an STD.

NO RISK FOR STDs

Aside from continuous abstinence – meaning, not having oral, anal or vaginal sex with another person for a period of time – very few shared sexual behaviors carry no risk for STDs. The activities here are more related to intimacy – with the exception of masturbation and mutual masturbation. These behaviors are important because they can help people learn about their bodies and build connection between people without any risk of STDs (or pregnancy).

HOMEWORK: HIV AND AIDS

Name: _____ Date: _____

Instructions: There are some unique aspects of HIV and AIDS that are different from other STDs. Completed the questions below by going to <http://teens.webmd.com/hiv-aids-and-teens-faq>.

1. What does HIV cause?
2. HIV weakens which system in the human body?
3. That means it's harder for people with HIV to fight off certain _____.
4. Which three body fluids do NOT transmit HIV?
5. Can you get HIV from someone sneezing on you?
6. You can't tell whether someone has HIV just by looking at them. How can people know for sure whether they have HIV?
7. If someone doesn't know where to go get tested, what number can they call that's both free and confidential (no one will know they called)?

**LOWER RISK
for STDs**

(CUT HERE)

**HIGH RISK
for STDs**

**NO RISK
for STDs**

(CUT HERE)

**Unprotected
vaginal sex**

Deep
("tongue")
kissing

(CUT HERE)

Bathing
together

anal sex
unprotected

(CUT HERE)

Vaginal sex
using a male
or female
condom

Kissing on
the lips

(CUT HERE)

Unprotected
oral sex

Mutual masturbation

(CUT HERE)

Anal sex using
a condom
correctly

masturbation
Solo

(CUT HERE)

Oral sex using
a latex barrier
or condom
correctly

spuɐɥ
ɒuɪpɪoʊ

(CUT HERE)

Abstaining
from sexual
activity

I Am Who I Am

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

ID.8.CC.1 – Differentiate between gender identity, gender expression and sexual orientation.

ID.8.IC.1 – Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

TARGET GRADE: Grade 7
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with PowerPoint on it
- PowerPoint presentation titled: "Understanding Gender Identity and Sexual Orientation"
- Regular letter-sized envelopes, one per student
- 8 ½ x 11 sheets of blank paper, one per student
- LCD Projector and screen
- Myth/Fact Quiz – one per student
- Myth/Fact Answer Key – one copy for the teacher
- Homework: "Fix This" – one per student
- Whiteboard
- White board markers
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

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

1. Define the terms sexual orientation, gender identity and gender expression. [Knowledge]
2. Describe how each term is different from the others. [Knowledge]
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender. [Knowledge]
4. List at least two respectful ways of communicating with or about LGBTQ individuals. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Begin the class by explaining that you are going to be talking today about identity. Say, "Identity has to do with who we are – I am a teacher; that's part of my identity. Because we are talking about human sexuality, our class is going to be looking at parts of our sexual identity, including our sexual orientation and our gender identity." (2 minutes)

STEP 2: Distribute a piece of paper and envelope to each student. Tell them that they are going to be asked to write down two things on their sheet of paper, without putting their name on it.

Ask them to write down what they've heard about what the term "sexual orientation" means. Tell them that if they haven't heard anything, they should just try to guess what it means.

After about 4 minutes, ask them to write down what they have heard about the term "gender identity." Again, tell them that if they haven't heard anything, they should just try to guess what it means.

I Am Who I Am

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

Once they are done, ask them to fold their sheet of paper into thirds (you may need to model this for them), put it in their envelope and seal their envelope. Tell them not to open it until they're asked to. (8 minutes)

STEP 3: Go through the PowerPoint, "Understanding Gender Identity and Sexual Orientation." (12 minutes)

***Note to the Teacher:** This PowerPoint provides very basic information, so you may wish to allow additional time for questions. If these topics are newer or less familiar for you, you may wish to use your anonymous question box throughout class so you can look up any answers you don't know and provide them during the next class.*

STEP 4: Say, "Now that you've gotten a bit of an overview, let's see what you remember – as well as what else you know – about these topics." Distribute the worksheet, "Myth vs. Fact: Gender Identity and Sexual Orientation" to each student. Instruct them to complete all the questions on their own without asking for any help. After a few minutes (or when all the students have finished), ask them to turn to a student sitting near them so the two can compare their answers. Tell them that they do not have to agree, but that they can feel free to change any of their answers as they wish. (12 minutes)

STEP 5: Using the Answer Key, go through the answers with the students, ask for volunteers to read each statement and provide their answer. As you go through these, ask whether there was any disagreement on the various questions and whether they ended up changing their answers, and why. (12 minutes)

***Note to the Teacher:** This is another place where using the anonymous question box may be useful, as students may have more questions than class time will allow you to answer in the moment.*

STEP 6: Ask the students to think about all of the terms and examples you have just gone through, and to open their own envelope. Ask the class, "How many of you wrote down something about sexual orientation or gender identity that was correct?" After students have raised their hands, ask, "How many of you wrote down something that ended up to be incorrect, but that you now know the correct information about?" After students have raised their hands, praise their work and distribute the homework assignment. (4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Each of the in-class activities is intended to provide and reinforce the content taught, including the differentiation between the terms. The last activity in which students check their own perceptions of sexual orientation and gender identity from the beginning of class will help the teacher determine whether the objectives have been achieved. The homework assignment is designed to achieve the fourth learning objective.

HOMEWORK:

Students will view a brief video clip online and complete a worksheet relating to what they saw.

MYTH VS. FACT: GENDER IDENTITY AND SEXUAL ORIENTATION

Name: _____

Date: _____

Instructions: Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.

MYTH

FACT

2. People can choose their gender identity.

MYTH

FACT

3. People can choose their gender expression.

MYTH

FACT

4. You can usually tell a person's sexual orientation just by looking at them.

MYTH

FACT

5. A girl who is really athletic is either a lesbian or transgender.

MYTH

FACT

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.

MYTH

FACT

MYTH VS. FACT: GENDER IDENTITY AND SEXUAL ORIENTATION

Answer Key

Instructions: Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.

MYTH

FACT

Sexual orientation has to do with the gender(s) of the people we're attracted to, physically and romantically. We don't choose our feelings just like we don't choose who we find attractive. What we CAN choose is whether to act on those feelings, as well as what we call ourselves based on those feelings (our identity).

2. People can choose their gender identity.

MYTH

FACT

Just like sexual orientation, a person doesn't choose to feel male, female or a combination of both. What we CAN choose is what we call ourselves, even if it doesn't match our physical body (male, female, transgender, etc.).

3. People can choose their gender expression.

MYTH

FACT

A person can choose to let people know their gender in whatever way feels comfortable or right to them. That includes girls who wear dresses and are stereotypically "feminine," and girls who wear jeans and t-shirts and work boots and present as more stereotypically "masculine." There are lots of ways to express ourselves, and that includes how we express our gender. No one has the right to tell us how we do this is right or wrong, it just has to be right to us.

4. You can usually tell a person's sexual orientation just by looking at them.

MYTH

FACT

Some people will stereotype another person based on their gender expression. Based on what they see, they will think they know that person's sexual orientation. For example, they will see a masculine guy and assume he is heterosexual. He may be, but he may not be. And while some people do fulfill stereotypes – that guy may very well be heterosexual – it does not mean, for example, that all masculine guys or all feminine girls are heterosexual. Sexual orientation has to do with who a person is attracted to; gender expression is separate from that.

5. A girl who is really athletic is either a lesbian or transgender.

MYTH

FACT

This is another example of stereotyping. Athleticism is a talent and a skill that a person of any gender can have. Some people who are athletic are heterosexual, some are lesbian or gay, and some are bisexual; similarly, some are female, some are male and some are transgender.

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.

MYTH

FACT

Some people find the idea of being transgender easier to understand when what they see matches what they are being told. For example, when Caitlyn Jenner, who was assigned male at birth, announced she was transgender, many people struggled with understanding this because Bruce Jenner was a very masculine Olympic champion. Once she transitioned and looked like a woman, many people saw the connection. Another good example is Laverne Cox, who is a transgender actress. She is often accepted because she “looks feminine.”

At the same time, however, it’s important to remember that the outside doesn’t always have to match the inside. Even before Caitlyn, for example, started altering her appearance, when she was still known as Bruce, she felt on the inside that she was a woman. We can look one way, and feel totally different. How we feel on the inside – our identity – always takes priority over what is on the outside.

HOMEWORK: FIX THIS! CREATING RESPECTFUL CLASSROOMS FOR LGBTQ STUDENTS

Name: _____

Date: _____

Instructions: Watch the video, “Dealing with Difference,” which can be found online at <http://www.hrmvideo.com/catalog/dealing-with-difference-opening-dialogue-about-lesbian-gay-and-straight-issues>, until 1:45. Then answer the questions that follow.

1. What happened in this video clip?
2. What things happened to make this an unsafe classroom environment?
3. Why do you think the teacher and other students didn’t say anything to stop the disrespectful interactions?
4. What should they have done?

Who Am I?

Understanding Gender Identity and Sexual Orientation

What is Gender?

- Combination of our body parts and chromosomes – and how we feel about having both.
- There's a social element, too – will often be treated differently based on our gender (real or perceived).

Boys and Girls

Someone who's born with:

- A vulva
- Ovaries
- XX chromosomes

...is usually called a
“girl”

Someone who's born with:

- A penis
- Testicles
- XY chromosomes

...is usually called a
“boy”

For Example...

If someone's called a boy...

- What toys is he given to play with?
- What clothes is he given to wear?
- How is he expected to behave?

If someone's called a girl...

- What toys is she given to play with?
- What clothes is she given to wear?
- How is she expected to behave?

Inside vs. Outside

- USUALLY, a person's inner feelings match their body parts
 - They see they have a vulva, and think, “I'm female”
 - OR
 - They see they have a penis, and think, “I'm male”

But Not Always...

- For some people, how they feel on the inside doesn't match their sexual body parts. Maybe they have a penis but do not feel they are male.
- The name for this is “transgender” or just “trans.”

Gender Identity vs. Expression

- A person's gender identity is what they call themselves: Male, female, transgender, etc.
- It doesn't matter what other people call them, how they feel on the inside is what's most important.

Gender Identity vs. Expression

- A person's gender expression is how they let people know the gender they are.
- That can be by the name they use, the clothes they wear, the pronouns (he, she, they) they use, how they carry themselves, etc.

All of This is Different From...

Sexual Orientation

What is “Sexual Orientation”?

“The gender(s) of the people to whom we are attracted, physically and romantically”

What is “Sexual Orientation”?

“The gender(s) of the people to whom we are attracted, physically and romantically.”

Two things of note:

- **May include more than one gender**
- **Includes romantic love: you can know your orientation (who you’re attracted to and/or could fall in love with) without necessarily doing something sexual with another person**

Current Categories for Sexual Orientation

- **Heterosexual**
- **Queer (Careful!)**
- **Lesbian or Gay**
- **Others?**
- **Bisexual**

Blue is For Boys, Pink is for Girls... Or Are They?

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

ID.8.INF.1 – Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.

TARGET GRADE: Grade 7
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- LCD projector and screen
- PowerPoint: "Boys or Girls"
- Homework: "Tia and Martin," one per student
- White board and markers
- Pencils in case students do not have their own.
- Blank paper in case students do not have their own - one per student

LEARNING OBJECTIVES:

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

1. Name at least two stereotypes associated with why many people value the gender binary of "boys" and "girls."
[Knowledge]
2. Analyze at least two sources of gendered messages and expectations that exist within their culture. [Knowledge, Skill]
3. Describe at least one connection between gender expectations and discomfort around non-heterosexual orientations.
[Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask the students, "We're going to be talking today about gender – how we understand our maleness, our femaleness or a combination of that – who we are and how we express that to others. Let's start with a quiz. I'm going to show you a series of pictures, and I'd like you to tell me whether, stereotypically, what you see is made for boys or girls. Now, notice I said 'stereotypically.' So I'm asking you to think of which gender comes to your mind first when you see these."

On the white board, write the word "Boys" with an underline; about 3 feet to the right, write, "Girls" with an underline. As the students react to the PowerPoint, you will record their responses on this list.

Begin to show the PowerPoint, titled, "Boys Or Girls" At each slide, pause and ask the class whether they feel each of the images has to do more with boys or girls. As they assign a gender or genders to a particular image, record the name of the image under the appropriate header you wrote on the board (such as writing "truck" under "boys").

Blue is For Boys, Pink is for Girls... Or Are They?"

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

Once you have gone through slide 12, ask the students to look at what's listed on the board. Ask, "How did you know whether to name a particular thing as a 'girl' thing or a 'boy' thing?" You will likely hear things like, "that's just the way things are," or "I know what I like and chose that way." (10 minutes)

STEP 2: Tell the class that you are going to ask them to come up with examples of messages they have received about gender so far in their lives. Explain that these messages don't necessarily need to be about their own gender, but they have to be about gender.

Provide an example from your own life growing up – or, if you do not wish to disclose, you may say, "Sometimes, when there is more than one gender of child growing up in a family, they will be treated differently because of their parents' or caregivers' feelings about gender. For example, a boy in a family is allowed to stay out later with friends or have more independence than his sister, regardless of their ages. For this activity, using that case, I would write down 'it's more okay for boys to stay out late than it is for girls,' as well as "parents/ caregivers" as the source of that message."

Break the class into pairs and distribute the blank paper. Then ask them to write down at least 5 messages as well as the source or sources of those messages. Tell them they have about 5 minutes in which to do this. (8 minutes)

STEP 3: After about 5 minutes, ask students to provide some of their responses. Write several of the messages on the board, and next to them, the source(s) of those messages. Ask other students whether they came up with similar messages, and add check marks to show common experiences.

As students identify their sources of messages, feel free to ask whether other parts of the culture provide messages about gender, too. For example, if no one mentions religious institutions, ask whether they can think of any examples. If they can't, ask whether anyone is Catholic, and then whether women can be priests. If the media is not mentioned, ask what kinds of gender images they notice on tv, in movies and in music videos.

Although each class may come up with different examples based on individual students' life experiences, some examples you may hear or probe for include but are not limited to:

MESSAGE	SOURCE(S)
• In male-female relationships, the guy should be the one to ask the girl out.	Parents, media
• Boys are supposed to be tough and not show emotion	Family, friends, media
• Boys are supposed to always want to have sex, and girls are supposed to not want to have sex and fight them off.	Family, culture, media, religious groups

(10 minutes)

Blue is For Boys, Pink is for Girls... Or Are They?"

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

STEP 4: Continue the PowerPoint to slide 13. As you click through the slides, pausing briefly on each one, say, "We talked earlier about certain things that people often associate with a particular gender. These pictures show some examples of people breaking those stereotypes. As you look at them, I'd like you to think about what your reaction is. How does seeing these make you feel?"

After the last slide, ask the students for reactions. Be sure to notice any audible reactions you heard to the pictures; if there was a particularly strong reaction to any, return to that picture and ask about it.

Go back to the "Boys" and "Girls" list you generated earlier in the lesson that should still be up on the board. Go through the "Boys" list one by one and ask whether each is something girls could do. Put a check mark by the ones the class feels girls can do as well.

Then go to the "Girls" list. Go through each one and ask whether each is something boys could do. Put a check mark by the ones the class feels boys can do as well.

Compare the two lists; ask them what they notice. While every discussion will be different, more often than not, there will be more things on the boys list that are checked off as also being what girls can do, than there will be on the girls list that boys can do.

Notice this for the students, and ask them why. Ask, "If a girl does any of the things on the boys list, what are the consequences for her?" Most of these consequences identified will be positive – such as, "boys are funny – if girls are funny, they'll have more friends." Some may be negative – such as, "boys are smart – if girls are too smart, they won't get a boyfriend because boys don't want to be made to feel dumb."

Once you discuss the girls list, and ask, "If a boy does any of the things on the girls list, what are the consequences for him?" you will hear things like, "he'll be called a punk?" "people might think he's gay," etc. After each reaction, ask, "Why do you think that is? Why is it that people are impressed by a girl who's a good athlete, but wonder whether a boy who's a strong ballet dancer is gay?"

Allow the students some time to wrestle with these concepts, both among themselves and with you. Say, "We've been talking during class about messages boys and girls get – but as many of you know, there are also people who don't identify as boys or girls, but rather as transgender or gender queer. The means that even if they were called a boy or a girl at birth and may have body parts that are typically associated with being a boy or a girl, on the inside, they feel differently.

Think, for a moment, about the experience of hearing these gendered messages and feeling like you were a different gender? If you felt on the inside like you were a girl, but everyone perceived you as a boy and pushed you to be really masculine; or you felt on the inside that you were a boy and people pushed you to be more feminine. What do you think that would be like?" (20 minutes)

***Note to the Teacher:** If you have a student in class who is openly trans, this could be a wonderful opportunity for that student to share first-hand experience of how they have been responding to gender messages. If you were to ask this student to speak to their experience, be sure to talk with them ahead of class, don't put them on the spot without asking for their permission first.*

Blue is For Boys, Pink is for Girls... Or Are They?"

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

STEP 5: Say, "We've talked about some really complicated issues today! Keep thinking about this stuff as you go through your own lives. The most important thing to keep in mind is that every person has a right to express their gender as it makes most sense to them. No one has the right to make fun of someone else for how they express their gender." Distribute the homework assignment and ask them to complete and return it during the next class. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The large group brainstorm and paired activity will achieve the first two learning objectives. The discussion that follows, as well as the homework assignment will reinforce the first two objectives and also address the third one.

HOMEWORK:

Have students complete the worksheet, "Martin and Tia," which provides two versions of the same story in which gender roles are flipped in each and asks students to react to them.

Homework: Martin and Tia

Name: _____ Date: _____

Instructions: Read the following story about Martin and Tia. You will see there are two versions of the story; please read both, and then respond to the questions at the end.

VERSION ONE:

Martin and Tia go to the same school. One of Tia's friends tells her that she heard from her boyfriend's best friend that Martin likes Tia. Tia likes Martin, too, but would never say anything. She asks her friend to tell her boyfriend to say something to Martin, and that if Martin asked her out she'd say yes.

Martin hears from his friend that Tia is interested in him. He finds her outside of school at the end of the day and asks her if she wants to hang out during the coming weekend, and Tia says yes. When he asks her what she'd want to do, Tia says, "I don't know, whatever you want."

Martin picks out a movie he's been wanting to see – the new Avengers movie. He texts Tia to meet him at the movie theater. When she gets there, he's already bought the tickets, then holds the door open for her. Tia is really not interested in seeing the Avengers movie, but goes along with it because Martin has already bought the tickets. He buys them both popcorn, and when they sit down in the theater and the lights go down, Martin puts his arm around Tia. Tia really wants Martin to kiss her, but doesn't say anything.

VERSION TWO:

Martin and Tia go to the same school. One of Martin's friends tells him that he heard from his girlfriend's best friend that Tia likes Martin. Martin likes Tia, too, but would never say anything. He asks his friend to tell his girlfriend to say something to Tia, and that if Tia asked him out he'd say yes.

Tia hears from her friend that Martin is interested in her. She finds him outside of school at the end of the day and asks him if he wants to hang out during the coming weekend, and Martin says yes. When she asks him what he'd want to do, Martin says, "I don't know, whatever you want."

Tia picks out a movie she's been wanting to see – a love story that all her friends have said will make her bawl like a baby. She texts Martin to meet her at the movie theater. When he gets there, she's already bought the tickets, then holds the door open for him. Martin is really not interested in seeing a romantic movie, but goes along with it because Tia has already bought the tickets. She buys them both popcorn, and when they sit down in the theater and the lights go down, Tia puts her arm around Martin. Martin really wants Tia to kiss him, but doesn't say anything.

QUESTIONS:

1. Which of the versions feels more familiar or realistic? _____

2. Could version two ever happen in a relationship between a guy and a girl? Why or why not?

3. If you were to create your own version of this story, how would you combine the two?
What would you change or keep?

Boys or Girls?

















What If...?

















Making SMART Choices

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PD.8.DM.1 – Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make.

PR.8.DM.1 – Apply a decision-making model to various sexual health decisions.

TARGET GRADE: Grade 7
Lesson 8

TIME: 50 Minutes

MATERIALS NEEDED:

- Markers for white board or flipchart paper
- Flipchart paper if no white board available
- Masking tape
- Handout: “Making SMART Choices (Teacher’s Guide)” – one copy for the teacher
- Handout: “Making SMART Choices (Student Handout)” – one per student
- Handouts: Making SMART Choices Scenarios 1-3, one per groups of 3 students
- Handouts: Three homework assignments – one of each per student:
 - i. “Everything’s Different, Nothing’s Changed” Student Questionnaire
 - ii. “Everything’s Different, Nothing’s Changed” Parent/ Caregiver Questionnaire
 - iii. Three-question homework reflection sheet

LEARNING OBJECTIVES:

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

1. Demonstrate an understanding of using a decision-making model to determine whether they want to be in a sexual relationship. [Knowledge, Skill]
2. Demonstrate their understanding of how to apply the SMART decision-making model to real-life situations. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Sometimes, just launching into a story can get your students’ attention. Walk to the front of the room and begin the class by saying the following:

“Let’s say you were in the cafeteria here at school and you saw two students who clearly didn’t like each other. They start out giving each other looks as they get their food and go to sit down; then one makes a comment a little too loudly about the other. That student gets up, walks over to the first student and asks, also loudly, ‘are you talking to ME?’ The first student stands up and says, ‘Sure am – what are you going to do about it?’”

On the board/flipchart paper in front of the room, write “What can you do?” Ask the students, “What are ALL the different things you can POSSIBLY do in this situation? Don’t worry if they sound unrealistic or might not be what YOU would do. Just tell me what all the possible options are here.”

Record the responses on the white board or newsprint. Possible responses may include:

- Leave the cafeteria
- Run and get an adult

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- Stand between the two students and tell them both to calm down
- Jump up and chant, “Fight! Fight! Fight!”
- Join in with the student you agree with and stand next to that person
- Try to calm everyone down by making a joke, like, “Hey, you’re being so loud, I can’t concentrate on my tater tots over here!”
- Grab your phone and start filming

Note to the Teacher: *Feel free to contribute any of the responses listed above if the class does not come up with them and ask whether they feel they should be added to the list.*

Explain to the students, “Clearly, there are things people need to think about before making a decision. We are now going to talk about a model that can guide us in making difficult decisions. And for the rest of the class, we’re going to be talking about how we can use it decide about whether to be in a sexual relationship with another person.” (7 minutes)

STEP 2: Distribute the student handout of the Making SMART Choices Model to students. Writing each letter and word/phrase on the board or flipchart paper as you go along, go through the model with the students using the teacher’s guide as a resource. Answer any questions the students may have about the model.

Say, “We’re now going to put the SMART Model into practice. Let’s take the scenario we just talked about. Just to remind you, the scene is: you are in the cafeteria here at school and you see two students who clearly don’t like each other. They start out giving each other looks as they get their food and go to sit down; then one makes a comment a little too loudly about the other. That student gets up, walks over to the first student and asks, also loudly, ‘are you talking to ME?’ The first student stands up and says, ‘Sure am – what are you going to do about it?’”

Let’s go through the model together. First, we need to stop for a minute because this is a big decision to make. Second, you want to make a list of all your possible options – we just did that at the beginning of class. Now comes the fun part: Analyzing your options.”

Ask the class to review the list of options on the board and help you to delete the options that are less realistic or are not allowed because you’re in school. Work with the students to get down to one, and circle it on the board.

Say, “So we analyzed our options, and with this one that I circled, we reached a decision – which is the next letter in the model. The last letter, the T, really comes after you’ve made your decision. You need to check in from time to time about what you felt was a good decision, what you felt maybe wasn’t the best decision for you, and determine what, if anything, you want to do differently moving forward.” (15 minutes)

STEP 3: Tell them that they are now going to practice using the model themselves – but this time, they’re going to look at a situation that has to do with sex. Break students into groups of three. Provide each triad with a scenario for which they are to put themselves in the position of a person who wishes to wait to have sex and is faced with the decision to either wait or to have sex.

Note to the Teacher: *More than one pair will have the same scenario. The number of students in the class will determine how many copies of the scenarios are necessary.*

Instruct the students to walk through the Making SMART Choices Model as if they were

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the character in the scenario, and make the decision based on this process. Tell them they will have about 10 minutes in which to do this work. Walk around the room while they are working to see whether there are any questions and to provide guidance. (13 minutes)

STEP 4: After about ten minutes, ask for a few groups to volunteer to walk through what they came up with. After each group presents their model, ask for the rest of the class to give feedback on what they thought was particularly effective and what, if anything, they'd propose changing about it. (10 minutes)

STEP 5: Ask, "Do you think it's any easier for people your age to make decisions about sex and sexuality than it was for your parents/caregivers?" After a few responses, explain that they have a homework assignment where they are going to ask a parent/caregiver about their experiences growing up. Distribute the homework assignment, go through it briefly and ask them to bring only the last page with the three questions to their next class to hand in. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Teacher observation during the full-class discussion will be combined with the small group worksheet done to determine whether the learning objectives have been met.

HOMEWORK:

"Everything's Different, Nothing's Changed" – worksheets that the student and a parent/caregiver are to complete and then discuss together. The student is then to complete a reaction worksheet to be handed in during the next class.

Adapted with permission from a lesson in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.

The MAKING SMART CHOICES Model

Student Handout

Whenever we have a decision to make, we need to think before we act if we want to make a SMART decision. But how do we go about doing this? In this model, each letter in the word “SMART” stands for one step toward making smart decisions.

S – SLOW DOWN

You have the right to take as much time as you need to make a good decision that is right for you.

M – MAKE A LIST OF YOUR OPTIONS

Looking at every possible choice will help you know that you’ve really thought everything through.

A – ANALYZE YOUR CHOICES

Be honest with yourself and think about the pros and cons of each option. Make sure to weigh your options because not all will have equal value.

R – REACH A DECISION

Pick the best choice and consider what’ll help you STICK to your decision.

T – THINK AND EVALUATE

Depending on the choice you make, you may need to check in from time to time and see how things are going.

*From Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex:
A Curriculum for Young People. Rochester, NY: Metrix Marketing.*

The MAKING SMART CHOICES Model

Teacher's Guide

Whenever we have a decision to make, we need to think before we act if we want to make a SMART decision. But how do we go about doing this? In this model, each letter in the word “SMART” stands for one step toward making smart decisions.

S – SLOW DOWN

The LEAST effective way to make a decision is in the moment, before thinking about it first! You need to look at all the things that are going on – who might be involved? Who's definitely not? You have the right to take as much time as you need to make sure you are making a good decision.

M – MAKE A LIST OF YOUR OPTIONS

Looking at every possible choice you can make – even the silly ones, even the irresponsible ones – will help you know that you've really thought everything through. Talk about your options with people in your life who you know well and trust. And once you've made up your list you're ready for the next step.

A – ANALYZE YOUR CHOICES

This means thinking about the pros and cons of each, weighing your options and being honest with yourself. If your choice will lead to healthy behaviors, is consistent with your values, and will help you meet your future goals, it's the SMART choice for YOU. Once you've figured this out, you're ready for the next step.

R – REACH A DECISION

After analyzing all of your choices, pick the one that is the right decision for you. Think about your decision and make sure it feels like a healthy, smart choice for you. Okay, so now that you've made a SMART decision, you need to think about what you'll need to STICK to it. For example, if your decision is about waiting to have sex, who in your life can support you in this decision?

T – THINK AND EVALUATE

Depending on the choice you make, you may need to check in from time to time, see how things are going, and look at what may need to change in order to stick with – or alter – the decision you've made. Thinking about how you made your decision in the first place – even going through the beginning part of the SMART model again – can really help you stay true to what YOU think is best, not what you think your friends or your partner want you to do.

From Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.

STUDENT QUESTIONNAIRE

“Everything’s Different; Nothing’s Changed”

DIRECTIONS: Please answer the questions on this sheet using your own personal beliefs and ideas. Have your parent/caregiver fill out the other questionnaire. When you are both done, share your responses to the questions with each other. Note where you and your parent/caregiver agree and disagree. Also, notice what surprises you as you discuss your answers. After the interview, complete the reaction page with three questions.

How do you think the pressures to have sex are DIFFERENT today from when your parent(s)/caregiver(s) were your age?

In what ways do you think the pressures to have sex are THE SAME for teens today as they were for your parent(s)/caregiver(s) when they were growing up?

What are three things that people your age need or want most from your parent(s)/caregiver(s) when it comes to making healthy sexual decisions?

1.

2.

3.

PARENT/CAREGIVER QUESTIONNAIRE

“Everything’s Different; Nothing’s Changed”

DIRECTIONS: Answer the questions on this sheet using your own personal beliefs and ideas. Your child will fill out their sheet with the same questions. When you are both done, share your responses to the questions with each other. Note where you and your child agree and disagree. Also, notice what surprises you as you discuss your answers with your child. Be sure to talk about how it felt to be pressured when you were your child’s age.

When you were young, how did people your age make decisions about sex? Do you think the pressures to have sex are DIFFERENT today from when you were your child’s age? Were these pressures different depending upon your gender?

In what ways do you think the pressures to have sex are THE SAME for teens today as they were for you when you were growing up?

What are three suggestions you could make that you think would help your child make healthy sexual decisions?

1.

2.

3.

Making SMART Choices Scenario #1

Your boyfriend/girlfriend invites you and two other couples over on a night when their parents are out. You are all in one main room together, and each couple is kissing. At some point, you hear someone say, "I think we all need some more privacy," and soon both of the other couples disappear. Your boyfriend/girlfriend looks at you and says, "Now that we're alone, maybe we can finally take things to the next level."

Adapted with permission from a lesson in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.

Making SMART Choices Scenario #2

You are out with your boyfriend or girlfriend and your conversation moves to the topic of sex. Neither of you has ever had any kind of sex before and this is the first time you are talking about it. Your boyfriend or girlfriend says: "I really want to know what it feels like, don't you? What if we do it just once just to see what it feels like, and then we don't have to do it again if we don't want to?"

Adapted with permission from a lesson in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.

Making SMART Choices Scenario #3

You and your boyfriend or girlfriend have been together for six months. No one else you know has ever lasted that long in a relationship. You are both really in love and feel you were meant for each other. You agreed a few months ago that you were both too young to have sex and decided, together, to wait. There's a Valentine's Day dance at school and you plan to go together. That night, your boyfriend or girlfriend says, "Let's skip the dance. I know a place where we can go and be alone together."

Adapted with permission from a lesson in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.

HOMework

Name: _____ Date: _____

1. What, if anything, surprised you and your parent/caregiver about doing this assignment?

Me:

My parent/caregiver:

2. Were there more similarities in what you and your parent/caregiver wrote, or more differences? Provide at least two examples.

3. What is one thing you learned from doing this activity?

Let's Talk about Sex

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

SH.8.IC.1 – Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

PR.8.IC.2 – Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms.

TARGET GRADE: Grade 7
Lesson 9

TIME: 50 Minutes

MATERIALS NEEDED:

- Assertive Communication Worksheets 1-5 – one per every three students
- Homework: “Talking by Text: What Do You Mean?” – one per student
- Pencils in case students do not have their own.
- White board or flipchart pad
- White board or flipchart markers

LEARNING OBJECTIVES:

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

1. Describe three different types of communication people use. [Knowledge]
2. Demonstrate how to effectively use assertive communication in relationships. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask the students, “How many of you have mastered the skill of reading people’s minds?” The students will likely look confused, and a few might raise their hands, realizing you are joking. Say, “Exactly. We can’t read each others’ minds so if we want to have good relationships with people, we need to learn how to communicate with them effectively. That includes family relationships, friendships and romantic relationships. Today, we’re going to be focusing on communicating about sex and sexuality.”

Ask, “What can sometimes make communicating about sex difficult?” Some possible responses might include:

- “I’m too embarrassed to talk about it.”
- “I don’t want to upset the other person by bringing something up.”
- “I’m nervous if I bring something up they’ll break up with me.”
- “It’s too much work – I just want to have a boy/girlfriend.”
- “I don’t want to pry – and I don’t want them asking me things that might be none of their business.”

Say, “While these are certainly all reasons why people are often unable to communicate in a relationship, no relationship can last without communication. When it comes to communicating about

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sexual behaviors or relationships, there's also more at stake – because you're talking about avoiding STDs and/or pregnancy.” (5 minutes)

STEP 2: Explain that HOW we express ourselves is just as important as WHAT we are trying to communicate. Say, “We can communicate aggressively, passively, or assertively.” As you say this, write the words Aggressive, Passive and Assertive on the board or flipchart. Say, “Being **AGGRESSIVE** is when someone tries to get what they want by bullying the other person into it.

Being **PASSIVE** is when a person is timid or unclear in expressing their needs – or when they won't speak up about what THEY want, but just go along with what the other person wants.

Being **ASSERTIVE** is when we say what we want or mean without being hurtful to the other person.”

Ask, “What if someone asked you out and you weren't interested in that person. If you were **PASSIVE**, how might you react?”

Possible responses might include:

- “I'd probably say yes even though I didn't want to.”
- “I'd say, ‘Let me think about it – can I text you later?’ and then never text them.”

Ask, “Why isn't that an effective way of responding?”

Possible responses might include:

- “Because you'd end up doing something you don't want to do.”
- “Because it's not fair to the other person.”

Ask, “How would you respond to the same question if you were **AGGRESSIVE**?”

Possible responses might include:

- “Go out with you? Are you kidding? Loser!”
- “Um... no.”

Ask, “Why isn't that an effective way of responding?”

Possible responses might include:

- “Because it's rude, and can make the other person feel bad”
- “Because it becomes all about what I want and relationships should be about what both people want.”

Ask, “How would you respond to the same question if you were **ASSERTIVE**?”

Possible responses might include:

- “I'm actually interested in someone else, but thanks.”
- “I really like you as a friend – just not as more than that.”

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Ask, "Why is this an effective way of responding?"

Possible responses might include:

- "Because both people's needs count"
- "Because the person said what they meant, but didn't offend the other person"

Note to the Teacher: *It is possible that some students will insist that aggressive communication is the way to go, looking only at the result – which is getting what they want. If this happens, try to facilitate a discussion about this. Ask "If you can get what you want without hurting the other person, might it make more sense to do it that way? Why or why not?" You can also talk about situations where it can be appropriate to speak in a more aggressive tone, reinforcing any earlier lessons about bullying prevention.*

Say, "So, it's easy to define terms – what we are going to do now is practice actually communicating with a partner about sex." (8 minutes)

STEP 3: Break the class up into small groups of three (no more than four) per group. Ask them to decide who in the group is going to be the writer, and make sure that student has a pencil or pen. Hold up one of the worksheets and say, "I am going to give each group a sheet that has a statement made by a person to their boyfriend or girlfriend that has something to do with sex or sexuality. This person's name is 'Partner A.' You are 'Partner B.' Your job is to respond to Partner A in an ASSERTIVE (not aggressive, not passive) way. Partner B wants to stay in the relationship with Partner A."

When you get your sheets, talk among yourselves about what an effective, assertive response to the line would be that refuses the behavior. Once you have figured that line out, write it on the second line, marked Partner B. You only have about two minutes, so you need to work quickly. PLEASE DO NOT MOVE ON TO THE OTHER LINES!! Once everyone has written their line, I will give you further instructions. Please keep in mind that this activity needs to follow school rules – no violent dialogue, nothing inappropriate."

Answer any questions about the instructions, and then distribute the sheets, instructing students to wait until all the sheets have been distributed. Tell students to get started, and remind them that they only have two minutes in which to come up with a response. Walk around as they work, answering questions and reminding them not to move on. As you walk around, check some of the language to be sure they are on task and not writing anything silly or inappropriate.

After two minutes, have everyone stop writing. Ask each group to pass their sheet clockwise to the group next to them. Say, "Now that you've been Partner B, you're going to become Partner A. Read through the original type-written line, and what the group before you came up with as an assertive response. Then, as a group, come up with a new line for Partner A. Keep in mind that Partner A may really want to have sex or is strongly considering it. Once you've come up with what you feel is an effective line, write it down. You only have two more minutes for this. Please do NOT go beyond Partner A."

After a few minutes, stop the students and again ask them to pass their sheet clockwise to the group next to them. There, they will become Partner B again and have to come up with a response to Partner A that again assertively refuses the behavior. Continue the activity

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until all the sheets have been filled. Allow a little more time for each round so that students can read through the previous lines before writing their responses. Remind the students as necessary that their responses should be assertive, rather than passive or aggressive. Once the sheets have been filled, have them pass their sheets one more time. Then give the groups one minute to read their completed sheets within their small groups. (18 minutes)

STEP 4: Ask each group to select two volunteers who will come to the front of the room to read their dialogues. After each group has read their sheet, be sure to have the class applaud for each. Take a moment to ask the class how realistic a discussion they thought this was, and whether Partner B remained assertive throughout.

After all the groups have read their dialogues, process by asking the following questions:

- “What was it like to do that?”
- “Was there anything that surprised you in what you heard?”
- “What did you think of the ways in which partner A and partner B communicated? What are some specific examples you heard?”
- “What were some of the things you heard partner B say that you really liked, or thought would be particularly effective?”

Note to the Teacher: *In most cases, the two people students will select will be a boy and a girl – with the boy being Partner A. If this happens, point it out to the students:*

- “What did you notice about the pairs that came up to the front of the room?”

Ask the students whether anyone else assumed the partners were each a particular gender and why. Ask if they think it is realistic for a girl to put pressure on someone to have sex or for a boy to want to refuse it. Ask what they think these scenarios would look like in a same-sex relationship – what would they have expected had Partners A and B been two guys or two girls?

Note to the Teacher: *It is likely that two students of the same sex will come to the front of the room from time to time. If there are two boys, for example, one of them may act the way he perceives a girl would act so that there is a male and a female partner, even though the worksheets do not indicate any genders. This may produce some laughter from the class. If this were to happen, it would be important to point out the laughter and ask the class, “Did the acting portray an accurate picture of how a girl talks or acts?” Ask the class what they think the actors are trying to convey. In most cases, they will admit that they were trying to show a gay couple. If that is the case, ask, “What can happen when we stereotype people in this way?” and process responses. Don’t be punitive! This can be a great opportunity for discussion if you show them you are open to exploring this, rather than acting as if someone is in trouble. (This scenario may also happen with two girls, one acting stereotypically like a boy, but this is less likely to cause a stir). (15 minutes)*

Let's Talk about Sex

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STEP 5: Summarize the lesson by making the following points:

- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate, and accept the other person's needs.
- Compromise is a part of every relationship. This means that you give in sometimes, and the other person gives in at other times. But if one person is giving in more often than the other, it is an unequal, unhealthy relationship.
- It is important to stick to what you believe in and the decisions you make, even if they're different from what people around you are saying.
- No one should do anything sexual in a relationship that they do not feel 100% ready to do.

Explain that a lot of times people are communicating more by text than in person, so the homework assignment will be to look at some examples of people texting each other and see how effective they think they are. Distribute the homework sheets and ask them to complete them and bring them to the next class. (4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON::

Going through the types of communication will achieve the first learning objective. The Assertive Communication worksheets are designed to achieve the second objective.

HOMEWORK:

Students should complete the "Talking By Text: What Do You Mean?" worksheet to apply the skills learned in class about assertive communication to communicating via text.

Assertive Communication Worksheet #1

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "I saw Sam and Kayla earlier. They said they've decided to have sex after all. I know you and I said we'd wait, but if they're going to do it, wouldn't it be okay for us to?"

Partner B

Partner A

Partner B

Partner A

Partner B

Assertive Communication Worksheet #2

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "Why don't we just have oral sex? You can't get STDs from it."

Partner B

Partner A

Partner B

Partner A

Partner B

Assertive Communication Worksheet #3

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "It's our first time having sex, we don't need to use condoms or birth control."

Partner B

Partner A

Partner B

Partner A

Partner B

Assertive Communication Worksheet #4

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "If you're not willing to do it with me, then I'll just go find someone else who will."

Partner B

Partner A

Partner B

Partner A

Partner B

Assertive Communication Worksheet #5

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "I don't want to use condoms when we have sex. It's like you're saying I'm dirty or something!"

Partner B

Partner A

Partner B

Partner A

Partner B

HOMEWORK: Talking By Text: What Do You Mean?

Name: _____ Date: _____

Instructions: The following are examples of texts between two people. In the space provided, explain what you think person two means by their responses. What could they have texted that would have been clearer?

1. Person One: "Liked hanging w you last night"

Person Two: "Thx"

2. Person One: "Hey, I was just thinking about you!"

Person Two: "K"

3. Person One: "Are you mad at me?"

Person Two: "???"

4. Person One: "Wanna hang out later?"

Person Two: 🤪

Being the Change You Want to See in The World

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PS.8.SM.1 – Describe ways to treat others with dignity and respect.

PS.8.ADV.1 – Advocate for safe environments that encourage dignified and respectful treatment of everyone.

TARGET GRADE: Grade 7
Lesson 10

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Two signs, one that reads “Yes” and one that reads “No” (**Note to the Teacher:** If you remain in the classroom and your white board is wide enough, you can also simply write “Yes” and “No” on each end of the board instead of using signs)
- Index cards - one per student
- Masking tape
- Extra pencils in case students do not have their own
- Homework: “Advocating for Change” – one per student

ADVANCE PREPARATION:

- You will need to have space in your classroom for the students to move around. If you do not have that space, see if you can arrange to be in an unoccupied classroom or the gymnasium or other larger space as available.
- Before the “Where Do You Stand?” activity, be sure to post the “Yes” and “No” signs on the wall with sufficient space between the two for students to be able to move around and a small group to be able to stand beneath each.

LEARNING OBJECTIVES:

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

1. Describe their own experiences of being disrespected and the impact these experiences had on them. [Knowledge, Affect]
2. List at least two examples of ways in which people are treated respectfully or disrespectfully because of their gender and/or sexual orientation. [Knowledge]
3. Describe at least one situation in which a young person was discriminated against because of their gender or sexual orientation, and the steps they took to advocate for change that would end that discrimination. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Tell the students that you are going to be talking about respect in class today – particularly as it pertains to respecting people whose gender or sexual orientation may be different from yours. Remind the students about the differences between gender and sexual

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orientation. Refer students to the ground rules or classroom contract, especially around respecting each others' opinions, since you are going to be doing an activity in which they will be sharing theirs.

Ask the class to stand up. (If you need to leave the classroom, ask them to follow you into the open space you'll be in for the next activity.) Show them the signs "Yes" and "No." Tell them that you are going to be reading a number of statements, and if each applies to them they should go stand under the "Yes" sign. But if any do not, they should stand under the "No" sign. Give them an unrelated example to practice: "I have a dog," and ask them to stand under the appropriate sign.

Say, "I am going to read some statements that are going to ask you to share whether you've heard or experienced certain things – or even used language – that you may have known was wrong, but did it anyway. You may feel tempted to not be honest because of that. I'm going to ask you to be as honest as you feel you can be."

Read each of the following statements, reminding them to stand under "yes" if it applies to them and "no" if it does not. Once the students have moved, ask one or two students under each sign to give an example.

Note to the Teacher: *It is helpful to read each statement more than once to allow students to let what you have said sink in so they can think before responding.*

1. I often hear phrases like "that's so gay," or the word "gay" used in a negative way at school.
2. I often hear terms like "faggot" and "dyke" used by my friends.
3. When people say "that's so gay" or "no homo," I don't think they mean it as an insult against actual gay or lesbian people.
4. I have heard people use the word "girl" (e.g. you run like a girl) as an insult.
5. I have personally had expressions like "that's so gay" or "dyke" said to or at me or to my close friends.
6. I have heard students say negative things about transgender people.
7. Expressions like "that's so gay" and "dyke" are never okay to use.
8. It would be impossible to get kids at my school to reduce or stop using terms like "that's so gay" and "no homo."

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Once you've gone through all the statements, ask the students to take their seats or return to your classroom if you have left the room. Process the activity by asking the following questions:

- What was it like to do that?
- What did you notice about people's responses?
- Did anything surprise you about where people stood?
- Did any of the statements make anyone feel uncomfortable? Why? (22 minutes)

STEP 2: Distribute one index card to each student. Ask them to think about a time when they felt like they were not treated respectfully. Have any of them been treated poorly because of their race or ethnicity? Their religion? Their gender? The amount of money their family has as compared to what others have? Ask them to think about what was said or done, how it made them feel and what, if anything, they did about it.

Ask, "What is a word you would use to describe how you felt when you were disrespected?" Ask them to write that one word down on their index card. As they are writing, write "When I am disrespected, I feel..." on the board. As they complete the index cards, gather them up, shuffle them, and redistribute them to the class. Go around the room and ask each student to complete the phrase on the board with whatever word is written on their card. As students provide words, write them up on the board. If they don't share them, or if only one or two students speak, feel free to add a few, saying, "I have heard people who have felt disrespected say they feel:"

- Sad
- Inferior
- Invisible
- Worthless
- Stupid
- Powerless
- Angry
- Resentful

Reflect with them on what they heard, on what was repeated or left out. (5 minutes)

STEP 3: Say, "No matter what your experience, clearly, being disrespected is not a good thing. The good news, though, is that if there are ways we can make people feel disrespected, then there are ways to treat people that don't hurt, and that do show respect. We're going to take some time now to figure out what those are."

Ask the students to brainstorm together what they think the school does well around students feeling safe and respected when it comes to gender and sexual orientation. What examples do they see in classrooms, offices, hallways, etc.? Responses may include the following:

- Classroom, cafeteria or office posters talking about respect
- The way the teachers respond when they or a student is being disrespected
- The consequences for not treating people with respect (e.g., detention)
- Hearing students stick up for other people

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- Assemblies or guest speakers who have come in to talk about respect for others

As students respond, write their ideas on the board. If they don't come up with any of these, ask the students how they feel about each. For example, "Has anyone ever seen a poster that says something about respect? Where?"

Once the list is up (it is okay if there is only one thing listed), say, "All schools can do better around respect. We talked earlier about what it feels like for LGBTQ students to hear such strong language of disrespect. What are some things you would want to see change here that would make students of all genders and sexual orientations feel safe and respected?"

Record responses on the board, then ask students to get into groups of 3. Ask them to write their names on the top of a sheet of paper. Then ask them to write down one of the ideas generated on the board that they'd like to see change or improve around students being treated/treating others with respect. Ask them to talk in a group about specific action steps that could be taken to make that change. Be sure they write down who would be involved. For example, would the principal have to make a new school rule around language? Would the student council need to do something? As they work, go around the room and check in to make sure they understand the assignment and are on the right track.

After about 8 minutes, have groups read what they would like to change and an idea they have for making that change. Ask whether other groups identified that same idea, and have them go next with ideas for making that change that the previous group(s) may not have mentioned. (18 minutes)

STEP 4: Say, "It's not always easy to make change, but it is possible. You all just came up with some simple steps that can be taken at school to make this the best school environment possible. In the seventh grade, you may not always be able to change how the school works – but we can take your ideas and pass them along to the principal, which I plan to do. In the meantime, you do have the power to look at the language you use, how you behave with others, and how others act. Whether you intervene in those situations is up to you to decide." (2 minutes)

STEP 5: Introduce the homework assignment. Explain that they will be given the choice of several brief videos to watch about students who were not treated with respect for issues relating to their gender or sexual orientation. Ask them to watch one of the videos and write brief responses to the questions provided. Distribute the homework response sheets with the links to the videos and probing questions. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The placement of students and explanations for why they stood where they did during the forced choice activity will enable teachers to determine whether the second learning objective was achieved. The discussion that follows and brainstorm of the feelings that being disrespected engenders will enable teachers to determine whether the first and second learning objectives are met. The homework assignment is designed to meet the third

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learning objective.

HOMEWORK:

“Advocating for Change” – a worksheet that provides three options of videos depicting young people working to make change in their schools or communities on an issue relating to gender or sexual orientation. Students need to watch one of the three video clips provided and respond to the questions that follow that link.

Note: The Where Do I Stand? Activity was adapted from the GLSEN Guide to Think B4 You Speak.

Homework: Advocating for Change

Name: _____

Date: _____

Instructions: Please choose ONE of the following video clips, which shows a young person speaking out about treating people with respect at school. Based on what you see in the video clip, please answer the questions that follow.

OPTION ONE:

16-year-old Malala Yousafzai, who was shot by the Taliban in her home country of Pakistan, addresses the United Nations.

<http://www.biography.com/people/malala-yousafzai-21362253#after-the-attack>

Questions:

Malala was shot by the Taliban because she had very strong beliefs. What were those beliefs?

What does she feel is key to promoting equal rights for girls and women around the world?

Why does she continue to fight for girls and women, when she knows it is dangerous for her to do so?

OPTION TWO:

14-year-old Hannah Faughnan sues her school district because they do not want a gay-straight alliance at her middle school.

http://www.huffingtonpost.com/2015/03/05/gay-straight-alliance-school-hannah-faughnan-carver-high-school_n_6806096.html

Questions:

Why is the school board resisting the creation of the gay-straight alliance?

What did Hannah decide to do about it?

Is she working alone, or with others to try to make this happen? Why do you think she is doing it that way?

OPTION THREE:

15-year-old Gavin Grimm is transgender – assigned a girl at birth, but identifies as male. He has been fighting to be able to use the boys' restroom at school.

<http://wtkr.com/2015/07/27/judge-dismisses-part-of-transgender-teens-lawsuitl-has-not-ruled-yet-on-motion-for-injunction/>

Questions:

Why do you think Gavin feels so strongly about being able to use the boys' restroom?

What steps has he taken to make a change at his school?

What do you think should happen? Based on your thoughts, what should Gavin do in response? The school?

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NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.GS.1 - Develop a plan to stay safe when using social media.

HR.8.SM.2 - Describe strategies to use social media safely, legally and respectfully.

TARGET GRADE: Grade 7
Lesson 11

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with internet access
- LCD projector and screen
- Take Three Student Handout – one per student
- Take Three Handout — Teacher Version
- Internet Traffic Light Student Handout - one per student
- Internet Traffic Light Handout — Teacher Version
- Safe Online Talk Teacher Backgrounder
- Half-size sheets of paper, three for every student
- Green, yellow, and red markers or colored pencils, one set for each group of four to five students
- Whiteboard and markers
- Speakers to project sound from videos

ADVANCE PREPARATION FOR LESSON:

- Download the Safety Video Vignettes: Safe Online Talk, preview the video, and be prepared to play it for the class
- Reach out to the school's IT person to make sure the above website is unblocked for use in class
- Review the Take Three Handout - Teacher Version
- Review the Internet Traffic Light Handout - Teacher Version
- Read the Safe Online Talk Teacher Backgrounder

LEARNING OBJECTIVES:

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

1. Describe positive aspects of online talking and messaging. [Knowledge]
2. Identify examples of flirting and chatting that can be inappropriate or risky. [Knowledge]
3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Ask students to raise their hand if they have ever heard the saying, "Don't talk to strangers." Ask, "How might this 'rule' change when we communicate online?" Probe for the fact that while the Internet allows people to keep in touch or hang out with friends they already know offline, it also allows people who don't know each other to interact, debate, share, and collaborate. Explain that the Internet gives students a wide range of opportunities to connect with or learn from people who may not be in their circle of close friends — whether

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through games, social network sites, blogs, instant messaging, forums, and so on. And while this can be great, connecting with people online occasionally can carry risks. Therefore, it is important to know how to deal with inappropriate situations if they arise. (3 minutes)

STEP 2: Distribute the Take Three Student Handout, and explain to students that they are going to watch a video of three teens sharing their experiences about connecting with people online. Ask students to pay attention to the positives and the negatives that each of the three teens mentions in the film. Play the video, “Perspectives on Chatting Safely Online” (<https://www.common sense media.org/educators/lesson/safe-online-talk-6-8>). Once the video is over, ask the students to complete the Take Three Student Handout with a partner. Tell them they will have about 5 minutes in which to complete their sheets. As they are working, draw a table on the white board that looks like this, leaving enough space between the three young people’s names:

	Positives	Negatives
Randy (Social Networking)		
Aseal (Gaming)		
Renee (Texting/Video chatting)		

(10 minutes)

STEP 3: After about five minutes, ask students to share the positives and negatives Randy, Aseal and Renee talk about in the video. Fill in the information on the board as it is contributed by the students.

Ask, “What advice did they share in the video that connected for you?” After a few responses, ask, “Would you add any advice of your own?”

Remind them of Renee talking about getting a “gut feeling” when she felt something was wrong online. Ask, “Have you ever had that kind of gut feeling, whether online or in real life? What does that feel like?” After a few students have responded say, “That gut feeling is there for a reason – it’s kind of like an internal warning system. If something doesn’t feel quite right, chances are it isn’t. So it’s important to pay attention and at least get out of the situation that’s making us feel that way to have the chance to think about what was making us feel that way and why.” (12 minutes)

STEP 4: Point out that Randy and Aseal used the word “harass” in the video to describe awkward or annoying interactions with strangers online. For example, Aseal says he was harassed when during a game someone he didn’t know said some mean things about him. Explain that online flirting can sometimes be a less obvious form of harassment.

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Ask, “How would you handle someone walking up to you on the street and making crude or sexual comments? (Students should respond that they would walk away, and call for help if they felt threatened.) Ask “How would you handle someone trying to flirt with you on the street?” (Students may respond that it depends on whether they know the person or not. They may also say it depends on whether the person is someone their own age or much older.)

Explain to students that the same kinds of situations can happen when they are online. Say, “Sometimes it’s obvious that what a person is saying online is wrong and even harmful. Other times people may flirt online, and so warning signs are not always so obvious.” Discuss with students how flirting is normal among middle school students. When flirting is done face to face, it might feel comfortable. However, it quickly can become uncomfortable online, even when it’s with other people that they may know. This is because people sometimes say things online to one another that they might not say if they were face to face.

Explain to students that when they are talking online with people they don’t know in person, flirting and other sexual talk is risky behavior. There are times when flirting can lead to an ongoing relationship with a stranger that seems deep and personal. But this is tricky, because some people online don’t actually have teens’ best interests in mind. If the person they’re communicating with online says anything inappropriate or sexual, and especially if that person is older than they are, students should stop talking right away and then tell a friend or trusted adult about it. (7 minutes)

STEP 5: Distribute the Internet Traffic Light Student Handout. Review the Internet Safety Tips on the handout with them aloud. Tell students to keep these rules in mind during the activity you are about to do.

Arrange students in groups of four or five. Distribute three sheets of paper for each student and one set of green, yellow, and red markers or pencils for each group. Follow the instructions on the Internet Traffic Light Student Handout – Teacher Version to guide students through the group activity and class discussion.

Process by using the following questions:

- What are some of the positive things and what are some of the negative things about connecting with people online? (Probe for: The Internet gives you the opportunity to connect with people your age that aren’t in your close friend group; with the Internet, you can work together with people in an online game or virtual world; dealing with online harassment can be a pitfall when connecting with strangers online.)
- In what online situations should you get a “gut feeling” that tells you that you may be at risk? (Probe for: When people you know only online flirt with you or talk about sex; when someone you don’t know wants you to send them a picture, to meet you alone, or asks you to keep your conversation a secret.)
- What are some rules for staying safe when talking and messaging online? (Don’t reply to any questions that make you uncomfortable; tell a friend or trusted adult when someone bothers you online; avoid flirting or using sexual language online, especially with people you and your friends do not know in person; never plan a face-to-face meeting with someone you met online without taking along a parent or guardian.) (15 minutes)

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STEP 6: Explain the homework assignment, where they will take the most important points they learned from today's class relating to being safe online that they think other students at school need to know and create a poster representing them. Tell them they can work with another student if they wish, or on their own. Determine how long you want to give them and provide a due date for that. Speak with your school about posting the homework assignments in the hallway, or keeping them in your classroom but having students from other classes visit to see what your class did. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The processing of the video clips and the homework assignment will demonstrate to the teacher whether the first and second learning objectives have been achieved. The stop light activity will fulfill the third learning objective.

HOMEWORK:

Have students create "Stay Safe Online!" posters to teach other students about the pros and cons about online communication. Suggest they refer to their Internet Traffic Light Student Handout, and include one or more of the tips in their posters.

Note: This lesson originally appeared as "Safe Online Talk" in DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE by CommonSense Media, 2012, www.commonsense.org

Creating A Safe School: Celebrating All

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

ID.8.ADV.1 - Develop a plan to promote dignity and respect for all people in the school community

ID.8.AI.1 - Access accurate information about gender identity, gender expression and sexual orientation

PS.8.SM.2 - Demonstrate ways they can respond when someone is being bullied or harassed

TARGET GRADE: Grade 8
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- LCD projector and screen
- PowerPoint: "What is School Like for LGBTQ Students?"
- Worksheet: "LGBTQ Inclusion Worksheet," enough copies for half the class
- Homework: "LGBTQ Issues: What Did You Learn?" cut in half, enough copies for each student to receive one
- White board and markers
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Go through the PowerPoint slides so that you have a little bit of familiarity with the facts they contain before the class session. You may also wish to view the GLSEN School Climate Survey or its Executive Summary to be prepared for questions that may come up in class: <http://www.glsen.org/article/2013-national-school-climate-survey>.
- Print out, photocopy, and cut in half the homework assignment worksheets.

LEARNING OBJECTIVES:

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

1. Describe at least two things their school does well around LGBTQ inclusion, as well as two things it could do better. [Knowledge]
2. Explain what that they, as students, can do to improve the school environment around LGBTQ inclusion. [Knowledge]
3. Name at least one reliable website about sexual orientation and gender identity for their age group. [Knowledge]

PROCEDURE:

STEP 1: Ask, "What kinds of things make you feel like school is a safe environment for you?" Write students' responses on the board, proving for the following as applicable (feel free to contribute one to get the brainstorm going):

- There are a lot of adults around
- There is a buzzer at the front of the school so no one can get in without being buzzed in
- There are posters up on the walls with pictures of students who look like me
- Adults greet us in the morning
- The adults know my name and things about me and my family
- There is a security guard/metal detector when we first come in the building
- There is a hall monitor who checks to make sure we belong in the school
- I have a locker (whether solo or shared) so I have a place to put my stuff

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Ask, “What is it about these things that make school feel safe? How do you think it would feel if any one of these was missing? What if none of these took place here?” After a few people have responded, say, “What this tells us is how we feel when we’re at school makes a big difference in whether we want to be there – as well as how we do in our classes. Everyone has the right to feel like they belong at school. But what if they don’t?” (7 minutes)

STEP 2: Say, “Today we are going to be talking about sexual orientation and gender identity and our school environment to see how well we make school feel like a welcome place for people of all orientations and genders. We’ll also look at where we see room for improvement; and how we would propose making some changes.”

Note to the Teacher: Depending on your school environment, this can be a one-day assignment, or be turned into a class or even school-wide project. This lesson is designed to create the foundation to enable you to create what you feel you can do in your own setting. (2 minutes)

STEP 3: Say, “We’re now going to look specifically at what schools are like for students who identify as either lesbian, gay, bisexual, transgender or queer.” Start the PowerPoint, “What Is School Like for LGBTQ Students?” Read the first slide aloud, explaining that you are going to share a few facts from a national survey of LGBTQ middle and high school students.

Ask a different student to read each slide. After each slide has been read, say or ask the following:

Slide Two: “This school is our school—it doesn’t just belong to the teachers or the students, nor is it designed only for certain students. So every student has the right to feel safe and a sense of belonging here. What that looks like is different from community to community and school to school. Some places do it well, and some don’t.”

Slide Three: “The Gay, Lesbian, Straight Education Network does a survey of schools across the US every few years on how LGBTQ students are treated, and the impact of that, both positive and negative.”

Slide Four: “Verbal harassment is being taunted for who you are. It’s not the same as teasing. It usually targets a certain aspect of your personality, background or appearance—like your skin color, country of origin, how much money people think your family has, who is raising you, etc. Harassment can go on for a while if it’s not stopped.”

Slide Five: “Has anyone ever heard someone use a mean or hateful word to someone else when you’ve walked by? How do you think it made that student feel?”

Slide Six: “In many schools, it’s not just about students not harassing other students. It’s about the school making a strong statement that harassment and bullying won’t be tolerated. And the school has a responsibility to have policies in place that specifically make students of all sexual orientations and gender identities feel equal.”

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Slide Seven: “When we don’t feel good—when we’re sad or angry or anxious – we don’t feel smart. We don’t feel safe. And the way this shows itself at school is that students who don’t feel like they belong or don’t feel safe sometimes stop going to class, or even to school altogether. Their grades start to go down and they may stop having goals for the future. They feel hopeless.”

Slide Eight: “The good news is, just as not having these things can make a school environment feel less safe and have a negative impact on LGBTQ students – taking some specific steps can also make school feel safe and welcome. And if one group of students feel like they belong at school, it can help all students know that they are welcome, no matter who they are.”

Process the information you presented by asking the following questions:

- What are your reactions to what I just shared with you?
- Did anything surprise you?
- What do you think schools have a responsibility to do for these students – or any student – to feel like they belong in school?
- What about students? For what do you think they should be held responsible?

***Note to the teacher:** If you have any backlash or defensive reactions such as, “If they didn’t act/dress that way, then maybe people wouldn’t harass them,” take the time to discuss that. If students are not able to come around to the idea that no one has a right to bully or harass others, no matter how they present themselves or identify, highlight your school’s anti-bullying policy to remind them of what the school believes. (13 minutes)*

STEP 4: Say, “The good news is, there are things that a school community can do to make sure all students, regardless of sexual orientation or gender identity, feel like they are safe and included. We’re going to take a look at our school now.”

Divide the class into pairs. Once they are in pairs say, “I am going to give each of you a worksheet and ask you to work together for the remainder of class to complete it. The first side is a checklist of possible things a school can do to make sure it is respectful and accepting of all sexual orientations and gender identities. Please be honest! How do you think the school does on each of these? Once you’ve completed the checklist, think about what grade you’d give our school – but just as it relates to LGBTQ issues, not in general. Please do not go on to the second side yet.” Tell them they have about 5 minutes in which to complete the first side (7 minutes).

STEP 5: As students are working, write “A B C D F” in a column on the board. After about 5 minutes, ask students how many would give each of the grades, by a show of hands, and write the number of raised hands next to each grade.

Say, “Clearly, there’s some work we need to do here.”

***Note to the Teacher:** If you are in a school that is more socially progressive around LGBTQ issues and you have mostly good grades, you can say, “We’re doing a pretty good job! But what can we be doing better?”*

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Ask students to flip their worksheets to the other side and answer the questions there. Explain that they are going to be identifying specific things that they feel need to improve at school, as well as steps that they, as students, can take to help those happen. Tell them they have about 10 minutes to complete their task. (15 minutes)

STEP 6: After about 10 minutes, stop the students as they're working. Make sure they have put their names at the bottom of their worksheets. Say, "We don't have time to go through all the sheets, but does anyone have an idea they think is really great that they'd like to share?" As time allows, have a few pairs share their ideas.

***Note to the Teacher:** If you have time in the next class to come back to this – especially if this ends up being an actual project – you can go through the other worksheets/ideas then.*

Praise the good ideas and work the students did and explain the homework assignment in which they will be looking at websites where they can find information about sexual orientation and gender identity. Distribute the homework and collect the worksheets. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The plans of action generated by the paired activity will enable the teacher to determine whether the first two learning objectives. The homework assignment will demonstrate their ability to access a reliable resource on LGBTQ issues.

***Note to the Teacher:** There are very few online resources that are age-appropriate for middle school. The websites in the homework assignment, although written by teens, is age-appropriate for this lesson and purpose.*

HOMEWORK:

Homework: Have students visit <http://sexetc.org/info-center/post/athlete-ally-hudson-taylor/> and complete the three questions on their homework worksheet.

Is Our School LGBTQ-Inclusive?

(Adapted from *The Safe Space Kit: Guide to Being an Ally to LGBT Students*)

Instructions: Read each characteristic. Do you think this is something our school has? A little, a lot or not at all? Please check the box that best matches how you feel.

Characteristic	We Totally Do This!	We Kind Of Do This	We Don't Do This	Don't Know/ Doesn't Apply
1. Anti-bullying lessons and efforts include LGBTQ students				
2. School forms include different families (say "parent/gaurdian" vs. "mom and dad")				
3. Dress code allows people of any gender to dress anyway they want that is appropriate for school				
4. There are gender-neutral or private bathrooms or changing areas, not just "Boys" and "Girls" rooms and locker rooms				
5. We talk about LGBTQ people in at least some of our classes				
6. The library has resources for and about LGBTQ people				
7. Assignments include LGBTQ people or issues				
8. We have a gay-straight alliance (GSA) or similar club or group				
9. Our sports teams and other activities include LGBTQ students				
10. School's publications cover LGBTQ people and issues				
11. School dances/events are safe for and inclusive of LGBTQ students				
12. Valentine's Day celebrations include LGBTQ and non-coupled students				
13. There is at least one LGBTQ identified or friendly teacher/staff in the school.				
14. There are posters or other visuals that reflect LGBTQ people or couples in the classrooms, offices or hallways.				
15. Observations of Mother's Day and Father's Day that affirm all family structures, including someone who has an LGBTQ parent or caregiver.				

Creating A Safe School: Celebrating All

Worksheet

Overall, what grade would you give our school on how we do on LGBTQ inclusion?

A B C D F

Which of the things listed above do you think our school could do better on? (List the numbers of all that apply here).

What steps could you, as students, take to make these changes happen? Select one of the things you feel the school could do better on, and three specific actions you and other students can take to see those changes take place:

Change: _____

We, as students, need to:

1. _____
2. _____
3. _____
4. _____
5. _____

What, if anything, could get in the way of your making these changes?

What could you do to overcome those so that change can still happen?

Names: _____

Name: _____

Date: _____

Homework - LGBTQ Issues Online: What Did You Learn?

Instructions: Please visit the *Sex, Etc.* website and read the article Athlete Ally Hudson Taylor found here:
<http://sexetc.org/info-center/post/athlete-ally-hudson-taylor/>

1. What is your reaction to how Hudson Taylor describes the typical homophobic climate of some school sports? If you have participated in team sports, does it match your experience?
2. Why did Hudson, who identifies as heterosexual, champion the cause of LGBTQ athletes? How do you think his peers responded to his passion about this issue?
3. What is something you still have questions about after reading the article?

.....

Name: _____

Date: _____

Homework - LGBTQ Issues Online: What Did You Learn?

Instructions: Please visit the *Sex, Etc.* website and read the article Athlete Ally Hudson Taylor found here:
<http://sexetc.org/info-center/post/athlete-ally-hudson-taylor/>

1. What is your reaction to how Hudson Taylor describes the typical homophobic climate of some school sports? If you have participated in team sports, does it match your experience?
2. Why did Hudson, who identifies as heterosexual, champion the cause of LGBTQ athletes? How do you think his peers responded to his passion about this issue?
3. What is something you still have questions about after reading the article?

What Is School Like for LGBTQ Students?

So... There's Bad News and Good News...

- **School can be a hostile, unsafe place for LGBTQ students (depending on where you live)**
- **School can be a welcome and affirming environment for students of all sexual orientations and genders**
- **Which it will be depends on all of us!**

Gay, Lesbian, Straight Education Network (GLSEN)

2013 National School Climate Survey

http://www.glsen.org/sites/default/files/2013%20National%20School%20Climate%20Survey%20Full%20Report_0.pdf

**Harassment of LGBTQ
students is still prevalent
nationwide**

**85% of LGBT
students surveyed
had been harassed
verbally**

**More than half of
students frequently
heard comments like
“fag” or “dyke”**

Sometimes, the Bias Isn't Violent – But It's Still Discrimination

56% of LGBTQ students were discriminated against by school policy (being punished for a PDA, not allowed to form a GSA or not allowed to attend school function with date of the same gender).

What's the Impact?

LGBTQ students victimized at school:

- **May have lower grades**
- **Are less likely to plan to go to college**
- **Often feel worse about themselves**

(Wait – You Said There Was Some Good News...)

- **There is! When schools and students make efforts to be more inclusive, the negative impacts go down or disappear altogether!**
- **Efforts can include:**
 - **A gay-straight alliance or club**
 - **Course materials and books that include LGBTQ people in positive ways**
 - **Teachers and other school staff who promote the safety and inclusion of all students**
 - **Anti-bullying policies that specifically mention sexual orientation and gender.**

When You Have These Things...

- **The use of hate speech goes down.**
- **Students feel more connected to their school community**
- **Students are less likely to miss school due to safety concerns**
- **Student GPAs go up**

The World Around Me

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PD.8.INF.1 – Analyze how friends, family, media, society and culture can influence self-concept and body image.

PR.8.INF.1 – Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behavior.

HR.8.INF.1 – Analyze the ways in which friends, family, media, society and culture can influence relationships.

SH.8.INF.1 – Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors.

TARGET GRADE: Grade 8
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- Scenario: Leah (enough two-sided copies for one quarter of the students in the class)
- Scenario: Malik (enough two-sided copies for one quarter of students in the class)
- Students' journals (or sheets of lined paper, one per student, if journals are not being used in class)
- White board and markers
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

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

1. Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge]
2. Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge]
3. Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill]
4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the topic by telling students, "When we make decisions about significant things in our lives, we rarely do so without considering the thoughts, experiences and messages we get from various sources in our lives. We ask people in our lives for their advice – and sometimes we get it even when we don't ask for it! Other times, we are barely aware of how outside messages do or don't have an influence on us and our decision-making."

Draw a large circle on the board, about 18" in diameter. On the top of the circle write a name that reflects the population of your students (for the purposes of this example, we will use "Matthew"). As you are drawing the circle and writing the name, "Matthew," or another name at the top, say, "Imagine for a moment that we have a teenager named Matthew. Even though he's still in school, he's thinking about what he wants to be when he grows up." In the center of the circle, write,

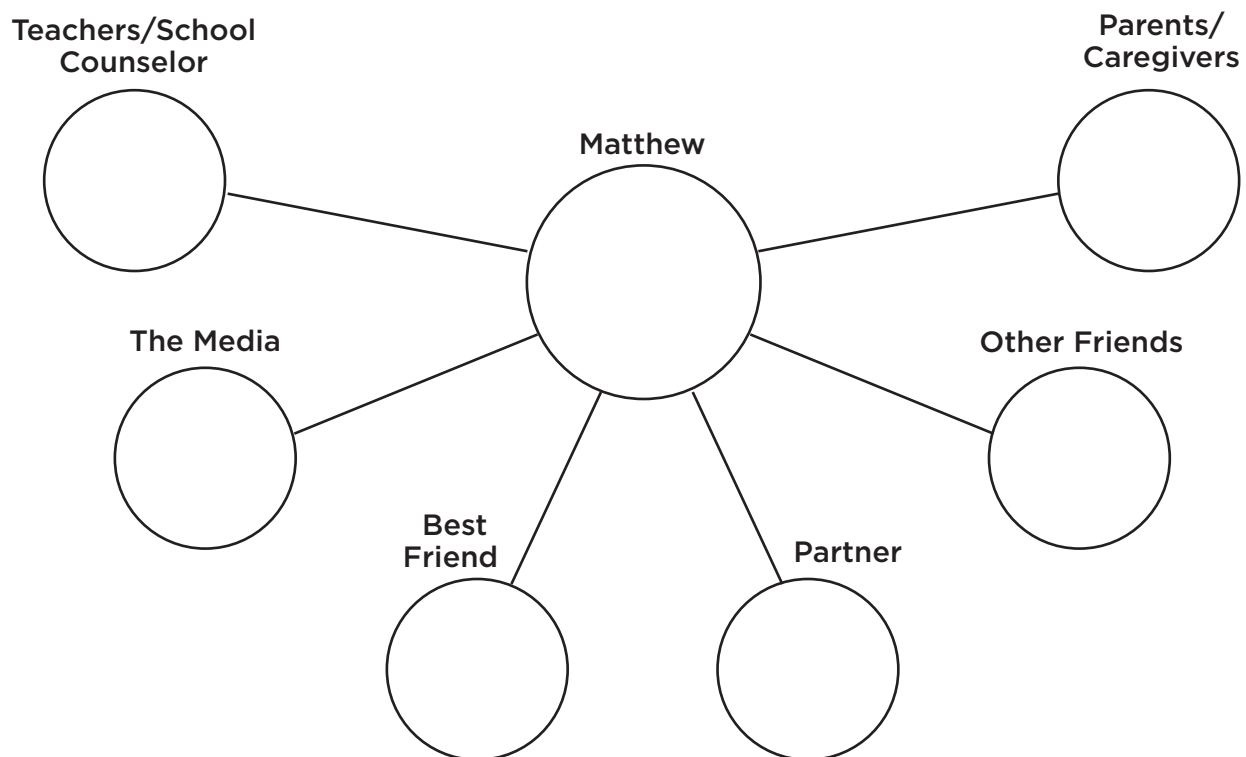
The World Around Me

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

“Career.” Say, “He’s really good at art and photography and is thinking he might want to make that his job. From what types of sources might he expect to receive messages about his future career choices?” Probe for the following:

- Parent(s)/Caregiver(s)
- Teachers or Counselors at School
- Other Family Members
- Professional Artists and Photographers
- The Media
- Partner
- Best Friend
- Celebrities

As students contribute a particular source, draw a line from the center circle to another smaller circle that you draw. Then write the category of person or source at the top as you did with the first circle. Depending on what is contributed, you should end up with something that looks similar to this:



Go through the examples and ask the class one message Matthew might hear from his parent(s)/caregiver(s) about this possible work choice. Probe for, “Great, go for it!” or “Don’t do it, it’s not practical.” Write that example in the circle titled, “Parent(s)/Caregiver(s).” Go around the rest of the cluster and add in one message, positive or negative, that he might expect to hear from each possible source.

The World Around Me

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

Once you have put one example in each circle, ask the students to tell you what they notice about the messages, which may be consistent or inconsistent. Ask, “Has anyone ever asked more than one person for their opinions about something and gotten two totally different answers? If so, what does that feel like?” Probe for, “confusing,” “overwhelming,” “helpful,” etc.

Ask, “So, whose opinions do you think will carry more weight with Matthew?” After a few responses, acknowledge what was shared and if it has not been shared already say, “It also depends on his relationship with each of these entities. If he is particularly close with someone, or has relied on their advice in the past and it’s helped him, he may consider their thoughts more seriously than other people’s.” (13 minutes)

STEP 2: Say, “Now we are going to look at sexual decision-making and the people and entities that can have an impact on these decisions.” Break the class into groups of four. Once they are in their groups, tell them they are going to work together on a scenario in which they’ll have a character who they will be mapping as they did with Matthew. Distribute the Leah scenario to half the class and the Malik scenario to the other half. Let them know they will have about 15 minutes in which to do their work (17 minutes).

STEP 3: After about 15 minutes has passed, ask the groups to stop their work. Tell the students that half of groups worked on one scenario, and the other half on a different one. Ask for students from various groups that had the Leah scenario to read the scenario, alternating students for each paragraph. Ask groups to share the influences they noticed, and their responses to the questions asked.

Next, ask for students from the other groups who had the Malik scenario to read their scenario, alternative students with each paragraph. Ask groups to share the influences they noticed, and their responses to the questions asked. (14 minutes)

STEP 4: Acknowledge the work they did, and ask them to hand in their worksheets. Ask students to take out their journals and write the following questions on one of the pages (have these written on the board or write them as you speak):

1. “Who or what do I consider before making decisions about sexuality or relationships?”
2. “How might using alcohol affect how I make decisions about sexuality or relationships, and whether I stick to them?”
3. “How can thinking about people and messages around me help me with my future decisions about sexuality and relationships?”

Ask them to write a minimum of three sentences in response to each question and hand in their journals during the next class. (6 minutes)

Note to the Teacher: *If you are not using journals in class, feel free to have students write these prompting questions on a sheet of paper. You can also post or email an electronic version and have them complete these online and submit them to you once completed.*

The World Around Me

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first three learning objectives will be measured by classroom participation in the large group discussion and small group work; as a result, the teacher will need to solicit contributions from different students during the report-back portion of the lesson. Achievement of the fourth learning objective will be determined by completion of the homework assignment.

HOMEWORK:

Students will complete a journaling assignment responding to prompts as provided at the end of class, to be handed in during the next class period.

Leah

Leah has been with Malik for almost a year. Malik has been bringing up whether they should start having sex, and Leah's trying to figure out whether the time is right. She's never had sex before, and she's nervous about getting pregnant or an STD. Malik's had sex once before, but things didn't work out with them. Malik says he's curious, but that he's not sure whether the time's right – he's got a lot of plans for the future, and if he ends up getting Leah pregnant or either of them get an STD, that could really affect his hopes for college and getting a scholarship.

Leah's best friend has had sex, but he goes back and forth as to whether he thinks Leah should, saying, "I think it's different for guys." They hang out a lot and watch reruns of "16 and Pregnant," as well as "East Los High," and talk about all the people who have sex on those shows and what's happened as a result. Leah doesn't feel like she can talk with her mom about this stuff, because her mom was brought up in a pretty conservative household and they've never talked about sex or sexuality. Leah does, however, have a good relationship with her mom's best friend, who she's known since Leah was a baby, and feels like she can talk with her about anything.

Sometimes, when Malik gets stressed out or nervous, he drinks. When he does this, he gets a bit more assertive with Leah – as she tells her best friend, "he's all hands when he drinks." They've almost had sex a few times when he's gotten like this, but Leah's always told him to stop and he has. She loves Malik, she really does – she's just not sure whether the time is right or whether he's the one.

Instructions:

1. On the back of this sheet, map the influences in Leah's life by writing the message(s) she's getting from each in the circles provided.
2. Is anyone missing, even if they're not listed in the story? If so, add them in to the "other" circle and add in what possible messages she might get from them about her decision.
3. We found out that Malik drinks sometimes – how does that come into play when it comes to Leah's decision?

4. Who or what do you think has a LOT of influence on Leah? Why?

5. What does this tell you about making decisions about big things in your life, like sex and sexuality?

Leah's Mom

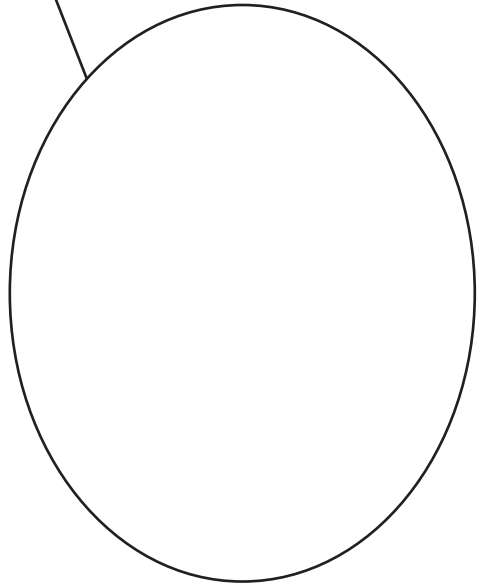
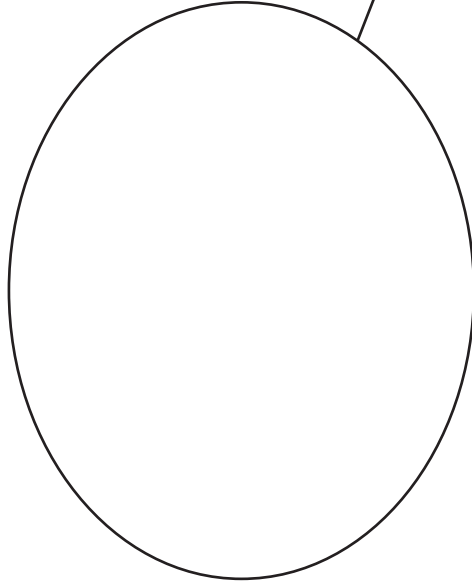
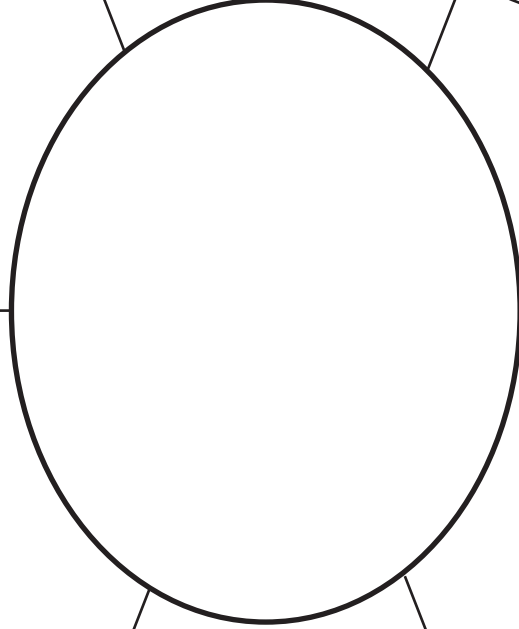
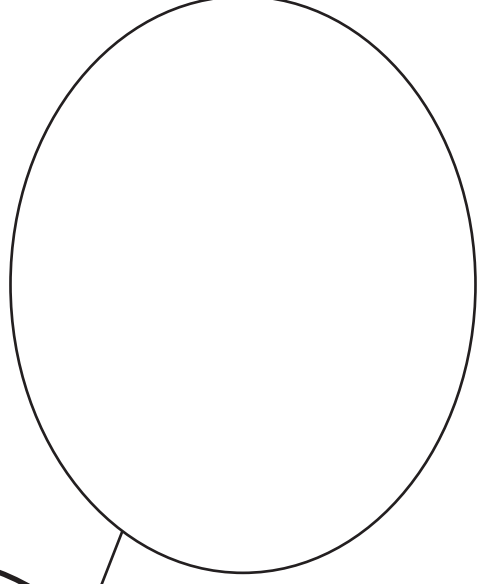
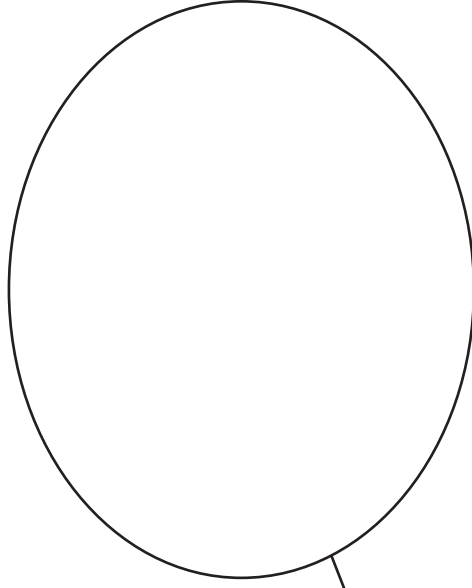
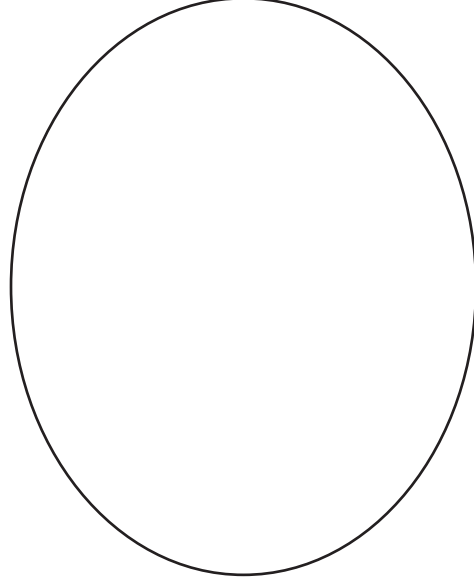
The Media

Malik

Leah

Leah's Best Friend

Other? _____



Malik

Malik has been with Leah for almost a year. Leah has been bringing up whether they should start having sex, and Malik's trying to figure out whether the time is right. He's never had sex before, and he's nervous about getting Leah pregnant or getting an STD. Leah's had sex once before, but things didn't work out with them. Malik's curious, but he's not sure whether the time's right – he's got a lot of plans for the future, and if he ends up getting Leah pregnant or either of them get a really serious STD, that could impact his hopes for college and getting a scholarship.

Malik's best friend has had sex, and regularly asks Malik what he's waiting for. He's even asked Malik a few times whether he's hesitating because maybe he likes guys, not girls. Malik watches porn sometimes when he's home alone, and is nervous about whether he'll know what to do. Malik's parents are very devout Catholics, and they don't talk about sex or sexuality except to talk about abstinence and waiting for marriage. Malik is the youngest of four children, but his brothers and sisters are all older and don't live at home anymore. He only sees them at holidays and doesn't consider himself close to any of them.

Sometimes, when Malik gets stressed out or nervous, he drinks. That's when he feels most comfortable talking about sex with Leah – and when he feels like they're really close.

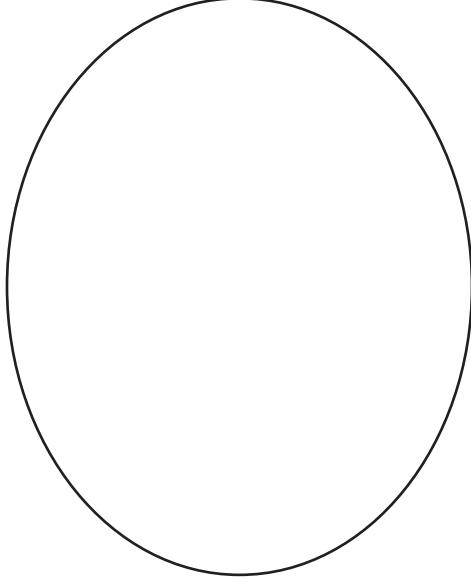
Instructions:

1. On the back of this sheet, map the influences in Malik's life by writing the message(s) he's getting from each in the circles provided.
2. Is anyone missing, even if they're not in the story? If so, add them in to the "other" circle and add in what possible messages he might get from them about his decision.
3. We found out that Malik drinks sometimes – how does that come into play when it comes to his relationship with Leah?

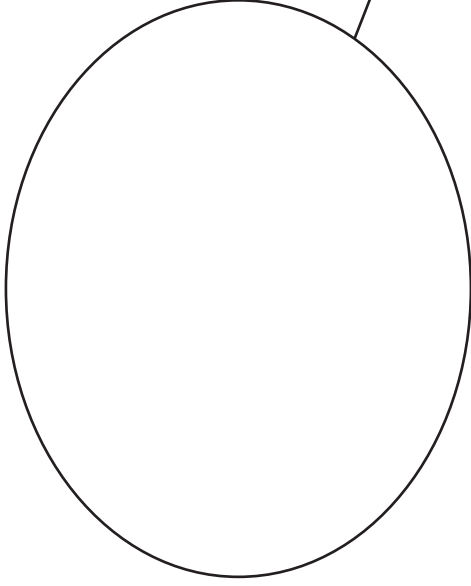
4. Who or what do you think has a LOT of influence on Malik? Why?

5. What does this tell you about making decisions about big things in your life, like sex and sexuality?

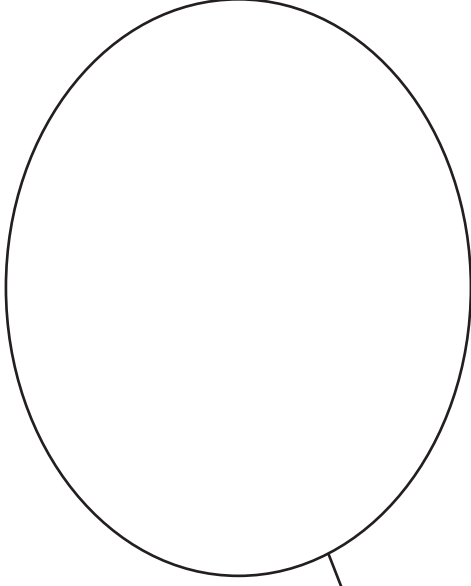
Malik's Parents



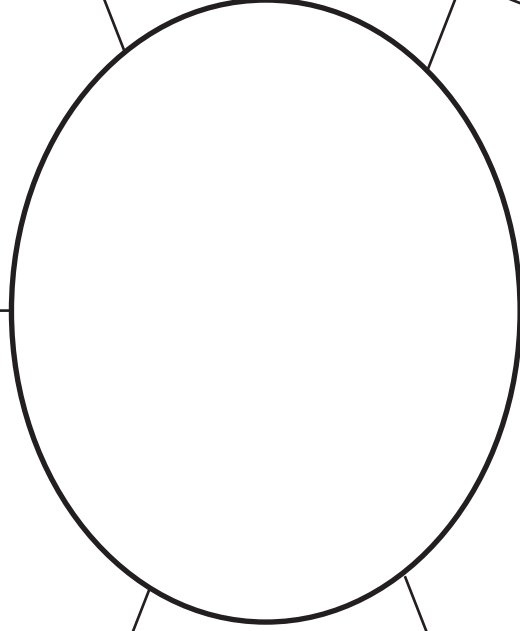
Malik's Best Friend



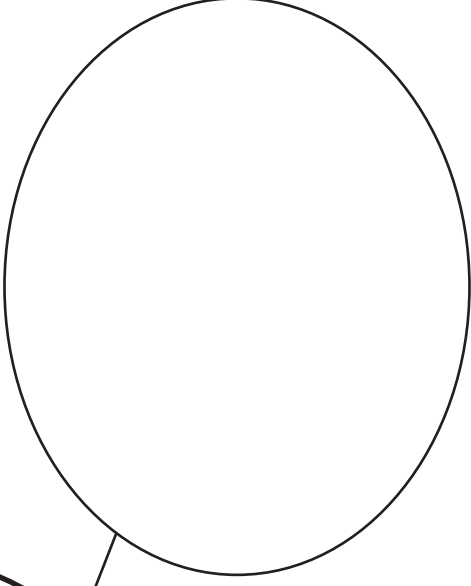
The Media



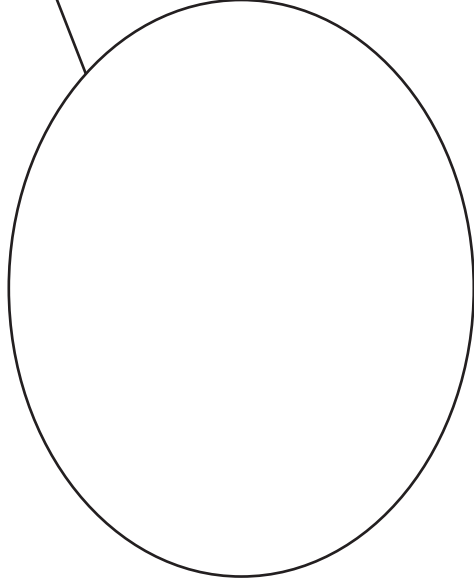
Malik



Leah



Other? _____



Healthy or Unhealthy Relationships?

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.CC.1 – Compare and contrast the characteristics of healthy and unhealthy relationships.

HR.8.SM.1 – Explain the criteria for evaluating the health of a relationship.

HR.8.CC.2 – Describe the potential impacts of power differences such as age, status or position within relationships.

TARGET GRADE: Grade 8
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- Two signs, one reading “Healthy Relationship” and one reading “Unhealthy Relationship”
- Enough of the 16 Healthy vs. Unhealthy Relationships cards for half the students in the class, prepared as described
- Homework: “Healthy Relationships All Around Us,” one per student
- Exit slips – one per student
- Masking tape
- White board and markers
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON :

- Print out enough of the Healthy vs. Unhealthy Relationship cards for half the class. Fold each one in half.
- Tape the Unhealthy and Healthy Relationship signs on the front board with a good distance between them to create a continuum.
- Print out the exit slip sheets and cut them in half, so each student gets one half (which is one complete exit slip).
- Tear off individual one-inch pieces of tape, enough for each sign in the Healthy vs. Unhealthy Relationships activity, and stick on a ledge or table end so they are available for students to take and use during the activity.

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

LEARNING OBJECTIVES:

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

1. Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy. [Knowledge, Skill, Attitude]
2. Name at least two types of power differential in relationships, as well as their implication for the relationship. [Knowledge]
3. Describe at least two ways in which an unhealthy relationship can become a healthy one. [Knowledge]
4. Apply their understanding of healthy relationships to a couple represented in the media. [Knowledge, Skill]

Healthy or Unhealthy Relationships?

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

PROCEDURE:

STEP 1: Ask, “How many of you can think of a couple in your lives – it could be family members, friends, siblings, whoever – who you think are in a healthy relationship?” After some students have raised their hands, ask, “How many of you can think of a couple you’d consider to have an unhealthy relationship?”

Say, “I bet if we described all these couples we would not agree about whether they were healthy or unhealthy. That’s because we have all received a variety of messages about how people should behave in relationships. These messages have a big impact on whether we see something as healthy, unhealthy – or a mix. So today we’re going to take a look at some things that can happen in relationships – and whether you think these things mean a relationship is healthy or unhealthy.”

Break the students into pairs. Give each pair one of the healthy vs. unhealthy relationship cards. Ask them to talk together about whether they think what they have describes a healthy relationship or an unhealthy relationship. Tell them that once they’ve decided, they should turn their sheet over and write down why they think it is unhealthy, healthy or somewhere in between. Explain that they are “Team One,” and so should only complete the first line on the back of the sheet, not the second. Hold up a sheet to demonstrate as you are giving these instructions.

Tell them that once they’ve finished writing their reason(s), they can bring their piece of paper up to the front of the room and tape it up where they feel it goes. Point out that there is a lot of space between the Unhealthy and Healthy Relationship signs, so they can put their card under one of the signs, or somewhere in between if they feel like it has some healthy or unhealthy characteristic, but isn’t completely one or the other.

After about 5 minutes, if all of the cards are not up, encourage students to stick their cards up on the board. Ask them to stay in their same pairs. (8 minutes)

STEP 2: Starting at one end of the continuum, read each of the cards. Once you have read them all, ask the students to look at what’s up on the board and comment on what they notice. Their responses will depend on where the cards have been placed (the activity is intentionally opinion-based, so the board will likely look different each time).

For example, students might say, “These all seem really unhealthy,” or “None of the cards are either completely unhealthy or healthy.”

Ask, “Are there any up here that you would want to move? Which one(s) and why?” As students indicate particular cards, take them down and read on the back why the pair of students who had each card chose to place it where they did. Ask whether that changed their view. Because this is an opinion-based activity, do not actually move any of the cards, just discuss a few.

Note to the Teacher: Go through up to five of the cards, adjusting for student engagement in this part of the activity. If the discussion lags, stop after three; if it is still vibrant and connected, you may choose to continue beyond the five.

Here are some suggestions for a few in which there is a lot of grey area and about which you will likely have extensive discussion:

Healthy or Unhealthy Relationships?

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

- A guy walks his girlfriend to school every morning, meets her for lunch every day, and picks her up to walk her home at the end of each afternoon.
- A girl notices her girlfriend is getting a lot of attention from two different people at school. She goes up to each of them separately and warns them to stay away from her, “or else.”
- A couple has an agreement that they won’t put passwords on their phones and can check each others’ texts and social media accounts whenever they feel like it.
(8 minutes)

STEP 3: Ask, “In which of these relationships do you feel like one person has more power than the other person?” Point to the example of a girl who has a girlfriend who is ten years older than she is. Ask, “In what ways could the older girlfriend have more power than the younger one?” Write a “P” on that card to indicate that there’s the potential for one partner to have more power than the other.

As students mention other examples where they feel like there could be a power difference, write a “P” on each of those.

Say, “Power can come in different forms. Sometimes, people realize there’s a power difference and are okay with it – and other times, a power difference can lead to really unhealthy or even abusive relationships. I’m going to ask you to keep the idea of power in mind as you do this next part of the activity.” (6 minutes)

STEP 4: Ask one student from each pair to come up to the board and take one of the cards, not the one they originally worked on, and return to sit with their partner. Tell them that they should talk about what’s on the card, turn the card over and read why the other students labeled it as they did. Then ask them to discuss what would need to change in order for them to feel like this card could go underneath the “Healthy Relationship” sign. Have them write their answers in the space provided. Tell them they have about 5 minutes in which to do this. As they are working, take the “Healthy Relationship” sign and move it to a more centered location on the board. (7 minutes).

STEP 5: Go around the room and ask the pairs to share what they came up with as specific steps or things their couple needs to do to make their relationship healthy. Paraphrase the characteristics they share and write them on the board beneath the “healthy relationship” sign.

For example, if students were to say, “They need to stop checking each others’ phones,” you might write “Trust” on the board and “cell phones” in parentheses next to that. If any of the next pairs repeat something that was already said, put a check mark next to that characteristic. (12 minutes)

STEP 6: Ask students to look at the list they generated and what they think of what they see. Again, because this list is generated from the students, it may look different each time. Process the list by asking the following questions:

- Are you surprised by what’s received the most check marks here?
Why or why not?

Healthy or Unhealthy Relationships?

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

- Is there anything missing? Is there anything else that would help make a relationship healthy wasn't mentioned?
- How easy or challenging is it to do some or all of these? For the ones labeled as "challenging," ask why they think that is.
- Ask, "What about the idea of power? Where do you see power reflected in this list?"

Say, "What relationships look like and how they work can be different – but as you see here, there are certain characteristics that people will agree mean that a relationship is healthy. When a relationship is healthy, it's good for both people involved – and it doesn't have a negative impact on the people outside of the relationship who are still a part of the couple's lives, like friends and family members."

Describe the homework assignment and distribute the worksheet. Tell students that you created a list of characteristics that tend to be considered part of healthy relationships, which will include some of what they generated on the board as well as some other ideas. Ask them to talk about a couple they know – whether in real life or from a movie or tv show or a couple from a book or they've read about online -- and say whether they think they are a healthy couple based on those characteristics.

Distribute the Before You Go exit slips to the students and ask them to complete them and hand them to you on the way out of class. (9 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Teachers will be able to assess how well they have reached the first three learning objectives during the in-class activity, discussion and process. The fourth learning objective will be achieved through the homework assignment.

HOMEWORK:

Healthy Relationships All Around Us – Students are to provide three examples of couples in their own lives, or from a tv show, book, movie or other source and explain why they think they are healthy relationships.

Healthy Relationships All Around Us!

Name: _____ Date: _____

Instructions: Think about relationships you've seen in your life. These could be characters from a tv show or movie, public figures or people you know personally. Please provide three examples of healthy relationships and explain why you think they're healthy, based on what we talked about in class. Be sure to explain your reasons with examples, too!

EXAMPLE

Couple: Beyonce and Jay-Z

Know them from: Music videos and award shows

Why do you think this is a healthy relationship? Please give examples:

They talk about each other a lot in the media, always in positive ways. They started a family together and both seem really into each other whenever you see them in pictures.

Couple 1:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

Couple 2:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

Couple 3:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

BEFORE YOU GO...

The characteristic of healthy relationships that most stood out for me from today's class

was _____

because _____

Name: _____ Date: _____

BEFORE YOU GO...

The characteristic of healthy relationships that most stood out for me from today's class

was _____

because _____

Name: _____ Date: _____

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

After spending a lot of time together, a couple wants to start having sex. They talk about safer sex and decide to use condoms every time.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

**A guy walks his girlfriend
to school every morning,
meets her for lunch every
day, and picks her up to walk
her home at the end of each
afternoon.**

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A couple have been together for a month and are talking about having sex. One has had sex before, but the other hasn't - but says they have because they're embarrassed.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A girl notices her girlfriend is getting a lot of attention from two different people at school. She goes up to each of them separately and warns them to stay away from her, “or else.”

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

**A couple has an agreement
that they won't put
passwords on their phones
and can check each others'
texts and social media
accounts whenever
they feel like it.**

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

Partner one wants to have sex. Partner two says they're not ready, but after talking about it, gives in and has sex, even though they didn't really want to.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A guy and a girl have been together for six months, and things haven't been going so well. She decides to stop taking her birth control without telling him, because she thinks if she gets pregnant he won't break up with her.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

One partner usually decides when, where, and what they do together. The other partner says they don't like making decisions and is fine with this.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

**A guy has been with his
boyfriend for five months.
They've said "I love you" to each
other, but when they're around
other friends at school, one guy
pretends they're not a couple. He
says it's because he hasn't yet
told his family that he's gay.**

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

A couple text all the time. But when they get together, whether alone or with friends, they feel uncomfortable talking to each other.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A guy has a very strong religious background. He's having sex with his girlfriend, but after each time, he says he feels disgusting. His girlfriend tells him to get over it.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

— (FOLD HERE) —

A girl tells her partner that they're in a one-on-one relationship, but she is having sex with other people. Her partner does not know; she figures she's sparing their feelings by not telling them.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

**A guy finds out he has an STD.
Since it's easily cured with a
shot, he doesn't tell his partner
about it and figures that if they
get it, they can just get treated,
too. They continue to have sex
without using condoms.**

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A guy and a girl have been together for six months and are having sex. Whenever the guy does something the girl doesn't like, she tells him that she won't have sex with him until he does something nice for her.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

**A girl has a girlfriend
who is ten years older than
she is. Her older girlfriend
has a job, a car and a place to
live where they can be alone
together. When they go out,
the older partner always pays.**

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A guy notices his partner is getting a lot more texts than usual. When he mentions it, the partner says he's imagining things. When his partner goes to use the bathroom, he checks their phone and reads their texts.

HEALTHY RELATIONSHIP

UNHEALTHY RELATIONSHIP

Choose Your Words Carefully

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.IC. – Demonstrate communication skills that foster healthy relationships.

HR.8.IC.3 – Demonstrate effective skills to negotiate agreements about the use of technology in relationships.

TARGET GRADE: Grade 8
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Large strips of newsprint statements, prepared as indicated
- Masking tape
- Choose Your Words activity statements, prepared as indicated
- Envelopes with Choose Your Words activity statements, prepared as indicated (there should be one envelope per every two students)
- Homework: “iRelationship” – one per student
- Teacher’s Guide for Homework – one copy
- White board and markers

ADVANCE PREPARATION FOR LESSON:

- On a sheet of newsprint, write the following statements in large letters:

Hey, can I talk with you about something?

Sure, what’s up?

I can’t go to your game, I’m sorry.

I’m not going to your game.

Let’s talk later.

Cut the newsprint so that each statement is an individual strip, at least three inches high each.

- Print out enough copies of the Choose Your Words activity statements for half the number of students in your class. Cut each copy into individual strips and place the strips into an envelope so that each envelope has an entire set of strips in it. You should have envelopes for half the class. Label half of the envelopes “Partner A” and half “Partner B.”

LEARNING OBJECTIVES:

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

1. Identify at least two characteristics of healthy communication in a relationship. [Knowledge]
2. Apply their understanding of healthy communication to a scenario between two people who are discussing technology use within a relationship. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask, “Has anyone ever had to talk with someone about something really important – but you weren’t sure how to do it?”

Choose Your Words Carefully

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

Acknowledge the raised hands and ask, “What specifically can make it challenging to talk with someone about something important to you?” Probe for:

- You don’t want to hurt their feelings
- You’re not sure whether you should talk with them about it
- You’re embarrassed about it
- You don’t want to make them mad
- You just don’t want to deal and hope that ignoring it will make it go away
- You like them as more than a friend and you’re worried if you talk about something serious they won’t want to hang out with you anymore

Say, “Whether it’s a friendship or a relationship, it’s important to be able to talk about things that come up. If a friend always teases you and you really hate when he does that – but you never tell him that you hate it – it’s not his fault if he keeps doing it and makes you mad, it’s yours because you didn’t say anything about it!

The big question, of course, is how do you talk with someone about something that’s important to you?” (6 minutes)

STEP 2: On the board write, “Partner A” at head level, followed by “Partner B” about five feet to the right of it. As you’re writing, say, “Let me give you an example. Let’s say I was Partner A, and the scenario was that my significant other wanted me to stay after school and watch their basketball game.” Between the two headers, write “Basketball Game.” Now, I want to be supportive, but I already told my best friend I’d hang out with them. So how do I bring this up?”

Post the large flipchart strip that reads, “Hey, can I talk with you about something?” Say, “This is always a good place to start. Giving the other person a heads up that you need to talk will get their attention and let them know that it’s important they listen.” Under the Partner B sign, post the flipchart strip that reads, “Sure, what’s up?”

Say, “If you’re Partner B, you want to respond to let the other person know that not only is it okay for them to talk, but that you’re also going to pay attention to them – not anyone else, not your phone, not a video game – but them. Make sense?”

Under Partner A, post “I can’t go to your game, I’m so sorry.” Ask the students what they think of this as a way of breaking the news to the other person. Ask, “What might be some ways Partner B might respond?”

Once you’ve gotten some reactions, take down, “I can’t go to your game, sorry” and ask, “How would Partner B respond, do you think, if I’d instead said this?” and post the large flipchart strip that reads, “I’m not going to your game. Let’s talk later.” Have a few students respond. Ask, “What’s different between the two?” Probe for the fact that the last statement doesn’t explain why and sounds like Partner A is mad or like something’s wrong.

Say, “Clearly, I have some choices as to how I can bring this up – but regardless of what I choose, it’s going to have an impact on how the other person responds. I won’t necessarily know what that impact is until my significant other responds – but I can think before I speak and choose my words carefully. Which is what you are about to do.” (12 minutes)

Choose Your Words Carefully

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

STEP 3: Divide the class into pairs. Then put two pairs together to form a group of four. Say, “In each group of four are two pairs. Each pair will represent one person in a relationship, partner A or partner B. This couple needs to talk about an important part of any relationship: how they’re going to deal with technology in their communication with each other and with others about their relationship.”

Hold up an envelope and say, “One pair will receive an envelope that reads ‘Partner A’ and the other, ‘Partner B.’ Inside are strips of paper with individual statements. You are going to create a conversation between the partners using these statements. Here are the rules:

- a. You can only use each slip once.
- b. You are both interested in staying together – you want the relationship to work!

You will have five minutes for each pair to look through their statements to get a sense of what’s there. Then when I say, ‘Go,’ Partner A will start the dialogue with one of their statements. Partner B will then have a minute in which to put down their response. Partner A shouldn’t move forward until I say so.” Answer any questions and distribute the envelopes to the pairs and ask each pair to look at them together and start planning how they will use them. (6 minutes)

STEP 4: After a minute or two, say, “Okay – Partner A, let’s get the conversation started. Put down your conversation starter. Partner B, don’t respond yet.” After a minute, check to make sure all the Partner As have gone, then say, “Okay, Partner B, put down your response. Partner A, read what Partner B put down on the desk. You have a minute to come up with your response. Partner B, please wait to respond until I tell you to.”

Continue to facilitate this process, giving a minute for each “partner” to go, until each has put down five statements. Walk around the room and check their work, giving guidance as needed. As you walk around, tear off a long strip of masking tape and leave it for each group. (14 minutes)

STEP 5: After the last turn, ask students to stop and reflect on their dialogue. As they are reading through, ask them to take the pieces of tape and tape the dialogue to the desk or table top. Then ask groups of four to carefully walk around the room and read the dialogues of the other groups before returning to their original ones. Ask them to sit together as a group of four for the remainder of class.

Process the activity by asking the following questions:

- What was it like to do that? What was [easy, hard, fun] about it?
- What did you think of the conversation you created overall? Did it work out well or did it seem like they still had things to talk about?
- Thinking about your conversation or any of the ones you observed – what did you notice worked WELL in the “couples” discussions? What did you notice did NOT work well?
- What does this tell you about what’s most important when you’re trying to have a conversation about something important?

Choose Your Words Carefully

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

As students respond, write the phrase, “Take-home messages” on the board and record their answers beneath it. If it’s not included by the students, be sure to share the following:

- However you communicate – whether verbally or via text – it’s important to communicate. Otherwise it’s all a guessing game!
- Technology is a big part of all relationships today. Talking up front about what you do and don’t want, and what you do and don’t expect around privacy and the other things we discussed in class is really important.

Distribute and go over the homework assignment. (12 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class activity is designed to achieve both learning objectives, while the homework assignment will reinforce the learning to ensure the objectives are met.

HOMEWORK:

“iRelationship” video clip and worksheet – students are to watch this brief, online video, respond to questions in the worksheet provided and bring their sheets to the next class session.

Note: This lesson was inspired by “Setting Sexual Limits” from Filling the Gaps – http://www.siecus.org/_data/global/images/filling_the_gaps.pdf.

I really like you.

I really like being with you.

I'm so glad that we're a couple.

I really like it when you post photos of us.

I don't want you to post photos of us unless I've seen them and said ok.

Snapchat's ok, but no Instagram posts.

Why don't you ever post pictures of us?

Can I talk to you about something?

I don't like posting photos - they're just for us.

Yes.

Yes.

Yes.

Okay.

I want you to send me a sexy picture of you.

I'm not comfortable doing that.

No.

No.

No.

Sure.

I don't feel like talking right now.

Why are you pushing me?

Me, too.

I really like that people know we're together.

I feel really close to you.

You can trust me.

Everyone does this.

I'm really serious.

I don't want you to check my phone without my saying it's okay.

We should trust each other.

I don't care if you check my phone.

I have nothing to hide, but you need to trust me.

What are you hiding?

I don't like it when you keep texting me and asking where I am.

I don't like it when I text you and you don't respond.

When you only text one word to me you sound mad.

I don't like texting.

We'll only post photos on...

Instagram.

Snapchat.

Other social media if we both agree.

If one of us posts a photo and the other doesn't like it, we'll take it down.

Choosing Your Words Carefully

Homework

Name: _____ Date: _____

Homework: iRelationship

Instructions: Watch the video, iRelationship, which you can find online at <https://vimeo.com/22365117> and then answer the following questions about it.

1. Things seemed to be off to a good start between James and Jessica. What changed and why?
2. What was the main thing James was confused about?
3. What was the main thing Jessica was confused about?
4. What was different about Jessica and Ryan's encounter on the bus?
5. What could make James and Jessica's situation better?

Teacher's Guide

Homework: iRelationship

The following offers some possible responses to the open-ended questions connected to the homework video. Student responses that recognize something close to these points, or that bring up other valid points in the teacher's opinion, should be considered correct.

1. Things seemed to be off to a good start between James and Jessica. What changed and why?

James didn't respond to Jessica's final text that first night they were texting, which sent Jessica the message that he wasn't interested in hanging out with her.

2. What was the main thing James was confused about?

Whether Jessica wanted to hang out as friends or whether going out meant they were on a date.

3. What was the main thing Jessica was confused about?

Why James didn't respond after she suggested getting together during their first text chat; also, why James eventually seemed interested, and then took off when they were out together in the park.

4. What was different about Jessica and Ryan's encounter on the bus?

Ryan spoke directly to Jessica. He was clear that he wanted to hang out. Jessica also asked him directly whether it would be a date and he said, again clearly, that it would be.

5. What could make James and Jessica's situation better?

If they avoided guessing what the other wanted or was interested in and just asked – or said so clearly. James and Jessica both talked with other friends about what the friends thought might be going on, but James and Jessica never spoke with each other.

We Need to Talk

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

SH.8.IC.1 – Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

PR.8.IC.2 – Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms

TARGET GRADE: Grade 8
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer
- LCD projector and screen
- PowerPoint: "Listening Is Key!"
- Role Play Scenarios – one handout per every three students, each cut into individual scenarios (three scenarios per triad)
- Pencils in case students do not have their own
- Homework: "Let's Talk" – one per student

ADVANCE PREPARATION FOR LESSON:

- Print out and cut up the role play scenarios as indicated below. Each triad should receive all three scenarios.

LEARNING OBJECTIVES:

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

1. Name at least two characteristics of effective listening. [Knowledge]
2. Name at least two characteristics of effective communication. [Knowledge]
3. Demonstrate proficiency with using effective listening and communication skills in scenarios relating to sexual decision-making and safer sex. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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 will be discussing how people communicate, specifically around sexuality-related issues. A lot of times when we try to figure out the best way of communicating with people, we focus on what we say, and how we say it. And that's really important. What we also need to keep in mind, though, is that listening is just as important as speaking. We're going to talk about both today, starting with looking at how we can be good listeners when someone is speaking with us – especially about something really important like making decisions about sexual behaviors." (2 minutes)

STEP 2: Start the PowerPoint, "Communication Skills." Explain that there are five things we should all do when someone is speaking with us to ensure we understand what they're saying – and they feel like they've been heard and understood.

Go through the slide, "Listening is Key!" point by point. Once you are done, ask for a student who you know to be a strong participator in

We Need to Talk

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

class to come to the front of the room and sit with you. Ask this student to talk about one of the things they most love to do. As the student speaks with you, model doing all five of the points on the slide WRONG. Once you are sure you have done all five poorly, stop, look at the class and ask, “What did you notice about what I did as [student’s name] was speaking?”

After the students reflect back how they noticed you modeled each of the points on the slide, ask the student how they felt as they told you about what they enjoy doing. Ask if they felt like you were listening to them. What about what you did made them feel like they were not being listened to?

Ask them to start talking again. This time, model all five of the points on the slide CORRECTLY. Once you are sure you have done all five, stop, look at the class and ask, “What did you notice this time as [student’s name] was speaking?”

After the students reflect back how they noticed you modeled each of the points on the slide, ask the student how they felt as they told you about what they enjoy doing. Ask if they felt like you were listening to them. What about what you did made them feel like they were not being listened to? (10 minutes)

STEP 3: Say, “Once you know how to be a good listener, you need to be a good communicator, too – especially when you’re talking to someone about something you feel strongly about.” Go through the second slide in the PowerPoint, titled, “So Is Being Clear!” Model this by asking another student to come to the front of the room. Say, “I want you to pretend to be the teacher, and I’m the student. My grades are slipping and I want to ask you to give me an opportunity to do some extra credit, okay?”

As in the previous example about listening, go through modeling the four points poorly. For example, you may wish to be really unclear about what you want from the “teacher,” to use “you” statements, such as, “you never want to help me improve my grades!”; to interrupt when the “teacher” speaks; and to not be willing to compromise.

Once you have done this, ask the class, “So, how effective of an exchange was that? What could I have done better?” After they have provided some responses, turn to the student who role-played the teacher and ask whether they would add anything else.

Turn back to the class and ask whether anyone would like to try asking this “teacher” for extra credit. When the volunteer comes to the front of the room, remind her/him that they are to try to do the steps well. Give them a few minutes to ask their “teacher” for extra credit, keeping the slide up so the student can refer back to the points.

Once the student has completed their request, ask the rest of the class and the “teacher” how they think the student did. After the feedback, say, “So, to summarize – any kind of discussion between people involves paying attention to both what we say and how we listen. If we miss any of these steps, that’s when misunderstandings can happen.” (9 minutes)

STEP 4: Say, “These examples were about something fairly easy to talk about – grades and extra credit. Let’s look at what it’s like to apply these tips to a conversation about sexuality.”

Break the class into groups of three. Tell them that two of them will be practicing their communication and listening skills using a scenario you will provide, and the third person will observe in order to tell them how they did. Let them know that they will be given three

We Need to Talk

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

different scenarios, and that they will switch each time so that everyone will be the observer once.

Switch to the third PowerPoint slide and keep it posted as a reminder to the students as they role play. Distribute the scenario and ask them to decide who will play each role. Tell them they will have approximately 3 minutes in which to role play.

Once 3 minutes have elapsed, ask students to stop their role plays and the observers to comment on how the first two students did. After about 2 minutes, thank the observers and ask the students to decide who will be playing which roles for the next scenario. Distribute scenario #2 to the students.

Repeat the process as before, reminding the students who are participating in the role play that they have approximately 3 minutes. After 3 minutes, ask them to stop and have the observer weigh in on what they saw. After 2 minutes, thank the observers and ask the students to switch so that the student who has not yet been the observer is now the observer and the other two students can participate in the final scenario role play. Distribute the scenario and remind them they have about 3 minutes in which to role play. As before, ask students to stop after 3 minutes and ask the observer to share their impressions. After about 2 minutes, thank the observers. (17 minutes)

STEP 5: Process the experience by asking the class, “When it came to your small groups which of these things [indicating the PowerPoint slide] do you feel you tended to do well? Not as well? Why do you think that is?” (5 minutes)

STEP 6: Ask everyone to take out a piece of paper and something to write with. Ask them to put their names at the top. Then ask them to write down which of the points about speaking and which of the points about listening resonated with them the most. Then ask them to write down one way they plan to use what you just did in class out in their own lives. Let them know they have about 5 minutes in which to write their answers. (6 minutes)

STEP 7: After approximately 5 minutes, ask the students to pass up their reflection sheets. Explain the homework assignment, which involves having a conversation with a parent/ caregiver and practicing the skills you learned in class. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The small group role plays will provide an opportunity for students to receive feedback on their understanding of the communication and listening skills discussed in class. In addition, the brief self-reflections at the end of class will enable the teacher to ascertain which of the points resonated with the students and how they intend to use these skills in the future.

HOMEWORK:

“Let’s Talk” worksheet – ask students to complete the worksheets and bring them to the next class with them.

Scenario One

Person one: You are at the beginning of a relationship with someone and are thinking it might go to the next level sexually. You don't think they've been with anyone else so you don't think you need to use a condom. You're excited to tell your friend about your plans!

Person two: Your close friend is at the beginning of a new relationship and is thinking of taking it to the next level sexually with the person they're seeing. Unfortunately, they have zero interest in using condoms. You want to try to convince them that it's important to do so if they want to avoid STIs and/or pregnancy.

Scenario Two

Person one: You have every intention of staying abstinent until you're older. That doesn't mean, however, that you're against showing affection in other ways that don't carry a risk for STIs and/or pregnancy. Person two is the person you've been seeing – and who wants to start having sex with you. How can you let them know you want to stay in the relationship but stick with your decision to wait to have sex?

Person two: You have never had sex before, but you've dated and kissed and made out with people. You really like person one and have been spending a lot of time together. You feel like if there's anyone you could have sex with, it's them – but they seem to want to wait. Can you see whether you might be able to get them to change their mind?

Scenario Three

Person one: You and person two have talked about it and think you're ready to have sex for the first time. Neither of you has ever had sex before. I mean, you've done other stuff with people, but not sex. Do you need to speak with person two about safer sex or are you good? How do you do that?

Person two: You and person one have talked about it and think you're ready to have sex for the first time. You haven't really had intercourse before – I mean, there was that one time when you got pretty close to it – but that doesn't really count, does it? Do you need to speak with person two about safer sex or are you good? How do you do that?

Let's Talk...

Dear Parent/Caregiver:

Today in class, we learned some new communication and listening skills. Because our unit now is on human sexuality, we practiced those skills within the context of sexual decision-making.

For homework, we'd like you to have a brief conversation with your 8th grader about something you'd like them to know relating to sexuality. Not sure what to ask about? Here's a list of some possible topics:

- At what age do you think it's okay for people start having sex and why?
- What's the best way of making sure you treat a romantic partner with respect – and that you are also treated with respect?
- When you are ready to be in a sexual relationship, what's the best way of talking about safer sex with your partner?

Please know that you will not be asked to share the content of your conversation, so it can be about any of these or a totally different sexuality-related topic.

Once you've had this conversation, please sign below and ask your 8th grader to respond to the question that follows. Then ask your child to return it during the next class.

Student Name: _____

Parent/Caregiver Signature: _____

Dear Student,

Which of the listening and communication skills did you use in your discussion with your parent/caregiver? How did it go?

Listening Is Key!

From The Random Acts of Kindness Foundation

- **Look at the person who is speaking**
- **Concentrate on what is being said**
- **Respond by nodding or answering questions**
- **Ask questions if you do not understand or need more information**
- **Drop all other distractions or activities**

So Is Being Clear!

- **Say what you want, directly.**
- **Use “I” statements**
- **Listen to what the other person says they want.**
- **If you agree, great – if you don’t, how can you compromise?**

Effective Negotiation!

- **Communication is rarely one person speaks/texts, the other person responds, and it's over.**
- **Negotiation means saying what you want – and making your case in a way that respects the other person's needs, too.**
- **Communication and negotiation are about sometimes getting what you want, sometimes letting the other person get what they want, and sometimes compromising between the two.**

Remember...

When Listening...

- Look at the person who is speaking
- Concentrate on what is being said
- Respond by nodding or answering questions
- Ask questions if you do not understand or need more information
- Drop all other distractions or activities

When Speaking...

- Say what you want, directly.
- Use “I” statements
- Listen to what the other person says they want.
- If you agree, great – if you don’t, how can you compromise?

Talking without Speaking: The Role of Texting in Relationships

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

HR.8.CC.5 - Describe the advantages and disadvantages of communicating using technology and social media.

HR.8.INF.2 - Analyze the impact of technology and social media on friendships and relationships.

TARGET GRADE: Grade 8
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with PowerPoint on it
- “Beth and Sam” worksheet – enough copies for half the class
- Homework: “Let Me Think About It” – one per student
- White board and markers (at least one marker should be red, and one should be green, if possible)
- LCD projector and screen
- Powerpoint: “Talking by Texting”

LEARNING OBJECTIVES:

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

1. Name at least one thing they do and don't like about communicating via text. [Knowledge]
2. Identify at least two ways in which people can miscommunicate via text and the impact these miscommunications can have on their relationship with another person. [Knowledge]
3. Explain at least one way of texting clearly and respectfully with another person in an effort to avoid misunderstandings. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Say, “Today we are going to be talking about the types of social media you all tend to use, and what you do and don't like about them. What are you currently using?” Record the list on the board. Examples might include:

- Instagram
- Vine
- Facebook
- Snapchat
- YouTube
- Tumblr
- Twitter

Once you have a list brainstormed ask, “What are the things you like about these? What don't you like about them?” With the green marker, record what they say they like, and use the red marker to record what they say they don't like.

Talking without Speaking: The Role of Texting in Relationships

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

Ask, “How many of you have ever messaged with someone, either using a phone for texting or some other app?” After a few hands have been raised ask, “Have you ever misunderstood what someone meant when they messaged you – or had someone misunderstood what you meant?” After a few responses say, “It’s really common for this to happen. Let’s take a look at why that might be, and what we can do about it.” (8 minutes)

STEP 2: Start the PowerPoint, “Talking by Texting.” Say, “Sometimes we don’t know what a person means because there’s no feeling behind the text. Or, people use shorthand – they think they’re being super clear, but we’re not sure what they mean, and vice versa. Let’s take a look at a few examples.”

Go to slide #2, and go through each example one at a time. Use the following as a guide:

Example One: Someone writing “Thx” vs. “Thanks” can sometimes communicate flirting – or just affection if it’s done between friends or family members. In other cases, it’s just a quick short-hand, and have no meaning behind it.

Point out that person one said “I enjoyed hanging with you yesterday” but person two did not say, “Me, too.” Ask students whether they noticed that, and what they think. If they were Person One, how could they follow up to see whether Person Two enjoyed hanging out with them?

Example Two: Ask the students what they think Person Two is saying in their response, as well as how Person One might interpret that answer. Ask them to share what they think Person Two could have done differently.

Example Three: Ask students about Person Two’s response. Explain that with punctuation in texts, the number used communicates different things. One question mark would have communicated confusion – three can communicate “I’m annoyed with you.” Ask what Person Two could have said to be clearer.

Example Four: Ask students what the symbol on the slide means, probing for “I’m texting you back.” Talk about how it feels to be waiting for a response – or how it feels to see those, have them disappear, and then reappear. This communicates that the person is writing and re-writing their response. In other cases, people aren’t planning to respond, but hit a random letter, and so the dots will remain there until they delete the random letter. This can be really confusing to and raise anxiety for Person Two, depending on what they’re discussing.

Example Five: Ask, “What are some reasons why a person may not text another person back?” Probe for:

- They may not feel like talking
- Somebody may have come up to them
- They might have gotten another text from someone else
- They might have gotten distracted

Say, “Has anyone ever been ignored by another person? What does that tend to feel like?” After a few responses, go to the next slide and say, “Not responding at all to a text is like ignoring someone. And even though you may have a reason for not responding, the other person doesn’t necessarily know that. Go to Slide #5 and say, “Emojis can help – as you know,

Talking without Speaking: The Role of Texting in Relationships

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this represents only a small number of what's out there! The only problem is—" go to slide 6—"even Emojis can't communicate everything you're trying to communicate sometimes. Say Person One asks Person Two to hang out – A thumbs up is pretty clear that Person Two is up for it; what could the second Emoji communicate? How about the last two?" If it's not mentioned, talk about how the fourth Emoji can be used to communicate an expectation of doing something sexual. (13 minutes).

STEP 3: Ask whether they know of anyone who had a fight with a friend or boyfriend or girlfriend via text or other messaging. Ask for examples of what the fight was about. Pull out themes, probing for issues relating to what was said and how it was said – as well as how each person responded.

Say, "Talking by text is really similar to talking in person or talking over the phone or by Skype – but there are some real differences. Let's figure out how we can text in ways that are clear – and don't put us into awkward or even unsafe situations."

Divide the class into pairs. Hand out the Beth and Sam Worksheet and ask for individual volunteers to read the first three paragraphs aloud. Tell pairs they will have about 10 minutes to read the text dialogue and answer the questions on page 2 together. (12 minutes)

STEP 4: After about 10 minutes, process in the larger group by going through the questions on the worksheet. Make sure to make the following points:

- Just like with in-person conversations, people can misunderstand or miscommunicate via text.
- The main difference between a difficult conversation or disagreement via text rather than having it in person is that a person can put down their phone and not respond, which can feel hurtful and disrespectful to the other person.
- Texts that you thought were fine to send but were misconstrued by another person can be forwarded on to other people, which can blow the situation out of proportion and make a private disagreement public. (15 minutes)

STEP 5: Distribute the homework sheet, which asks them about their own use of cell phones to communicate with others, and ask them to return it during the next class session. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first learning objective will be accomplished during the whole-class brainstorm activity. The second learning objective will be addressed during the short PowerPoint presentation and discussion, and reinforced by the paired worksheet activity, the latter of which will also fulfill the third learning objective.

HOMEWORK:

Students will complete a self-assessment of their own cell phone use with a specific focus on communicating via text.

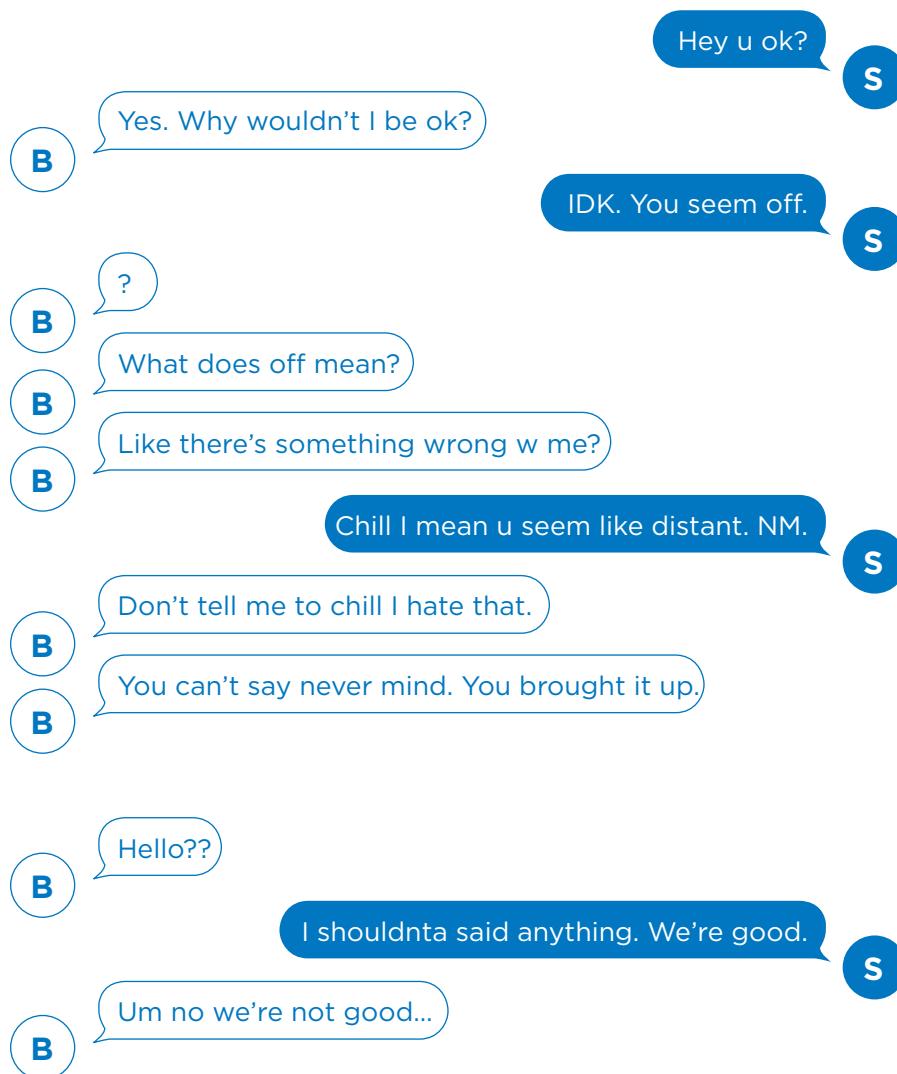
Beth and Sam

Beth and Sam have been going to the same schools since Kindergarten. They only knew each other to say hi, but never really spent time together. When they got into middle school, things started to change – they started looking for each other in the hallways and then looking away and smiling. They also started asking other friends about each other. Finally, near the end of 8th grade, Sam got Beth's number and texted her: "Hey."

Beth responded with, "Hey you ;)" and Sam said, "sup?" and the texting went on from there. About a half an hour later, Sam asked Beth if she wanted to hang out after school the next day, and she said she did. Within a few days, they were officially a couple.

Sam and Beth spent a lot of time together. They also texted a lot – even just quick texts like, "hey boo" and "love u." About a month into the relationship, Sam noticed those quick texts weren't coming as often. He wants to talk with Beth about it but isn't sure how.

Here's what he tried:



QUESTIONS:

1. What happened here? _____

2. What made it go from being a friendly text to an argument? _____

3. Why do you think Beth responded to Sam's text as she did? _____

4. How did Sam's response to Beth make things worse, not better? _____

5. Now that this has happened, what do you think Sam should do next? What do you think Beth should do next? _____

Names: _____

Name: _____

Date: _____

Let Me Think About It: How I Use Technology to Communicate

(Adapted from Where Do You Draw Your Digital Line? <http://www.expectrespectaustin.org/uploads/general/pdf/that's%20not%20cool%20lesson%20plans%20for%20teachers.rev.pdf>)

Instructions: Fill out the following survey about how YOU use technology to communicate with others in your life.

1) Do you own a cell phone? Yes No

If yes, at what age did you get your cell phone? _____

If no, why not? _____

2) What do you use your cell phone for? (Check all that apply):

Talking to friends/a boyfriend or girlfriend _____

Texting with friends/a boyfriend or girlfriend _____

Taking and sharing photos on SnapChat, Instagram or other social media? _____

On social media sites like Facebook or YouTube? _____

Playing games? _____

5) What do you like about being able to text with friends/a boyfriend or girlfriend?

6) What do you NOT like about texting with friends/a boyfriend or girlfriend?

7) How do you think your life would be different if you didn't have technology to communicate with other people?

Talking by Texting

You're person one. What do you think person two is saying to you?

- **Person One: “Liked hanging with you yesterday”**
- **Person Two: “Thx”**

- **Person One: “Hey, I was just thinking about you!”**
- **Person Two: “KK”**

- **Person One: “Thanks for the present. See you tmw!”**
- **Person Two: “???”**

You're person one. What do you think person two is saying to you?

- **Person One: “You’re kinda awesome”**
- **Person Two:**
- **Person One: “You haven’t texted me, wth???”**
- **Person Two:**

I text you, you
don't text back,

I feel
stupid.



Don't you hate when
people text you, then
don't text you back right
away? What, did they just
text you and then throw
their phone?



someecards
user card

Emojis help...



...but even Emojis are limited

- Person One: “Wanna hang out?”

- Person Two: 

- vs.



- vs.



- vs.



Warning Signs: Understanding Sexual Abuse and Assault

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PS.8.CC.1 – Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

PS.8.CC.2 – Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong.

PS.8.AI.1 – Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted.

SH.8.INF.1 – Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors.

TARGET GRADE: Grade 8
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop connected to the internet
- LCD projector and screen
- White board and markers
- Flipchart paper and markers (if pre-writing the chart is described on page 4)
- Homework: "Making Sexual Assault Stop" - one per student
- Pencils in case students do not have their own
- Speakers to project audio from videos

ADVANCE PREPARATION FOR LESSON:

- Make sure you have internet access in your classroom and that you have had these links unblocked for your use:
 - Rape and Sexual Assault: <http://www.hrmvideo.com/catalog/rape-get-the-facts>
 - Relationship abuse: <https://vimeo.com/85676862>
- Right before class, open the videos and make sure they are working; keep the links open and minimized so they are ready when you need them.
- Be sure to tell the school counselor that you will be addressing this topic in class and invite them to sit in in case a student discloses any current or past abuse or is triggered by what is discussed. If the counselor is not available, you may wish to follow up with them after the class as needed to let them know whether you observed anything in any of the students that would make you feel concerned and merit follow-up.
- If the school counselor is not available, it would still be useful to have another adult in the classroom in case a student needs to step out of the class or is otherwise particularly distressed by the material.

LEARNING OBJECTIVES:

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

1. Name at least two different types of sexual assault. [Knowledge]
2. List at least one example of each of the following: mutual consent, unfair manipulation, threats and aggression. [Knowledge]
3. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted. [Knowledge]
4. Demonstrate an understanding of how to report a sexual assault or abusive relationship. [Knowledge, Skill]

Warning Signs: Understanding Sexual Abuse and Assault

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Note to the Teacher: Another option for addressing this topic that can be very powerful is to have survivors of relationship abuse or sexual assault come to speak with your class. Regardless of whether you choose to do that or conduct the lesson as written, be sure to coordinate with your school counselor, as discussing the topics in this lesson can be overwhelming or triggering for some students who may have experienced assault. If you do choose to present a panel, be sure to vet your panelists thoroughly. Try to invite survivors of different genders to break stereotypes that only men abuse and only women are abused.

In addition, regardless of whether you have a panel or use this lesson, it is a good idea to let students know during the previous class that you will be addressing this topic the next time you meet with them. This gives those who may be survivors of abuse or trauma who may wish to miss this class session to avoid being triggered and re-traumatized the opportunity to take care of themselves.

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Explain to the students that you are going to be talking about a particularly intense topic today – sexual abuse and assault. If you have already created groundrules for your classroom, be sure to highlight them before starting the lesson. If you don't have any already created, explain to the students that you are going to ask them to be particularly sensitive and respectful during this class session. (2 minutes)

STEP 2: Say, "Talking about sexual abuse and assault and harassment can sometimes be really clear and straight forward. For example, you may know already that rape and sexual assault are when someone is forced to do something sexual they don't want to do. Let's take a quick look at some basic information about sexual assault."

Play the video clip, "Rape: Get the Facts" from <http://www.hrmvideo.com/catalog/rape-get-the-facts>. Stop the video at 2:00 after McPherson says, "It's a men's issue."

Ask the students, "What facts stood out to you about this clip?" Probe for the following:

- That sexual abuse and assault happens so often in the US
- That it happens so often to people when they're really young
- That most people know the person who assaulted them
- That it happens to boys and men, too
- That it happens to people of all races and ethnicities and other backgrounds

Ask, "What do you think one of the women interviewed meant when she said, 'rape is about power and control, it's not about sex?'" (As you ask this, be writing the phrase, "rape is about power and control, it's not about sex" on the board).

Warning Signs: Understanding Sexual Abuse and Assault

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Probe for:

- People who rape aren't concerned about what the other person wants – it's all about "conquering" the other person and getting them to do what they want them to do.
- Even though the overpowering is done through a sexual behavior, the overpowering of the other person is the turn-on, it's not the sex act. People of all ages, body types and appearances are raped or sexually assaulted. It's not about physical attractiveness, it's about someone deciding that another person is vulnerable in some way and taking complete control away from that person.

Say, "The social worker talking about boys and men who are sexually assaulted said, 'For a boy or man to report a sexual assault really takes a lot.' Why do you think it may feel more difficult for boys and men to report sexual assault?" Probe for:

- Because if a heterosexual guy is assaulted by another guy, he may be worried that other people think he is or "will become" gay because of what happened (be sure to tell them this is not the case).
- If the guy who was assaulted actually is gay, he may feel unsafe reporting it to someone else because he might be worried they'll discriminate against or further victimize him (or simply not care).
- If the rapist is female, he may feel like no one will believe him – or won't understand why he could not overpower her or otherwise get away.

Say, "Don McPherson, the last person who spoke in the clip, talked about how people often think of rape and sexual assault as women's issues, since the majority of people who report being assaulted are women. What do you think he meant when he said that rape is a men's issue?" Probe for:

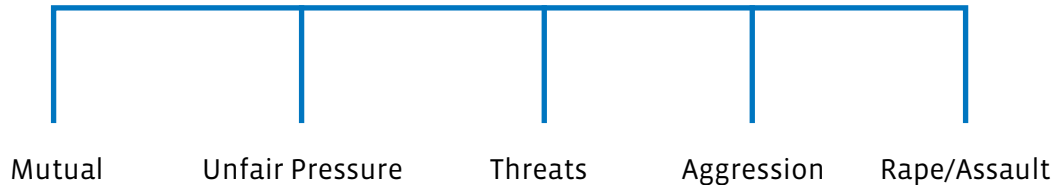
- Even though anyone of any gender can assault a person of any gender, the vast majority of rapes and sexual assaults in the world are committed by men. So in addition to helping people who are survivors of rape and sexual assault, we need to focus on trying to keep boys and men from ever believing they have a right to force someone else to do something sexual.
(15 minutes)

STEP 3: Say, "I mentioned before that when someone forces someone to do something they don't want to do, it's pretty clear cut that it's sexual assault. But what happens when it's unclear? We're going to do an activity now where we look at what's okay and not okay when it comes to sexual touch and behaviors – how we can be clear about what we do and don't want to do – and how we can be sure to recognize whether the other person is really giving their consent to – meaning, actively saying "yes" and that you are sure they want to be kissed or touched by you." (2 minutes)

STEP 4: Either have the following written on the board with the video screen covering it, or have it pre-written on newsprint and post it at this point:

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Consent

Say, “I’m going to start at the far right, because we just talked about this, and as I said, it’s the most obvious and easily recognizable example of sexual touch that is never okay, and illegal.

Rape/Sexual Assault is when someone forces another person to perform a sex act, such as vaginal, oral or anal sex. This includes when someone uses an object to – and in some states, even a finger.

Aggression is more random touching – like someone walks by someone and pinches them or touches a sexual body part – where the act is over before the person could have even given their consent. This is a type of assault, even if it may have been intended as a joke or as teasing.

Threats refers to when someone tells the other person that if they don’t do something sexual with them, there will be consequences that are not physical – for example:

- ‘If you don’t have sex with me, I’ll go out and find someone who will.’
- ‘If you don’t have sex with me, I’ll just tell people you did anyway.’
- ‘If you don’t do this, I’ll forward those sexy pictures you texted me to everyone you know.’”

Unfair Pressure is when someone uses what they know is important to the other person to get that person to do what they want. It’s not restricted to sexuality-related things, but we’re going to keep focused on that. For example:

- When someone says, ‘I love you’ to someone even if they don’t, because they think saying that will get that person to do something sexual with them.
- When someone keeps pressuring the other person, knowing that that person will eventually give in just to make the pressure stop.

Mutual Consent:

Mutual consent is essential in any relationship. It’s when both people actively say what they want, and both people agree to any behavior that they are going to do together. When we are talking about doing something sexual in nature, you need to ask your partner if they want to do it. Do they want what you want? Never assume that just because someone doesn’t verbally say “no” it means that they are good with it, always ask. And if you can tell your partner doesn’t feel right about doing something, back off and consider something else.”

Likewise, if you don’t feel right about doing something, speak up and say it.”

Warning Signs: Understanding Sexual Abuse and Assault

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Say, “That was a lot to go through! What’s your reaction to seeing all these? Do you have any questions?” (14 minutes)

STEP 5: After answering any questions or facilitating comments from the class, say, “Remember the part in the last video when it said that in most cases sexual assaults are committed by someone who knows the person they assault? This can, unfortunately, also be a family member. When it’s committed by a family member it’s called ‘incest.’ And sometimes, it can be a partner or spouse who is abusive, whether physically or not. For the next part of class, we’re going to take a look at some of the abuse that can happen in those types of relationships.”

Show the video clip, “The Signs.”

Process by asking the following questions:

- “How do you think Amanda is feeling when Nick first asked her out?”
- “What was the first sign that there was something off about the relationship?”
- “How did Nick respond after their first argument? Do you think this was a healthy way to respond or not?”
- “Where would you put the different interactions between them on the chart?” Write these up on the board/newsprint.
- “When the relationship started moving from Mutual Consent to the right, what impact(s) did it have on Amanda? What about on her best friend, Ashley?” (14 minutes)

STEP 6: Say, “We often hear the term ‘dating or domestic violence,’ when abusive relationships may not be physically abusive at all. The point here – and the theme that runs throughout these videos and all the information we have been discussing during this class – is ‘power and control.’ And while you may hear ‘power and control’ and think that’s something you’d want – it’s not something that should be a part of a healthy relationship. So even if you’re the one doing the manipulating and controlling, your relationship isn’t healthy. And keep in mind – some of the behaviors we’ve been talking about are also illegal.

Someone who is being abused or assaulted should speak up if they can so that others can help make the abuse stop and so that it won’t happen to someone else.”

Say, “The first step in making it stop is to know how. So the homework for this class will be to visit at least one of the websites on the sheet I’m about to hand out to you and answer some questions I’ve asked.” As you distribute the homework assignments, say, “This is a very intense topic we’ve discussed. The school counselor knows we were going to talk about this today. So if you have more questions and you want to talk about this more, you can speak with the school counselor – or of course, you can always come to me to talk.” (3 minutes)

Warning Signs: Understanding Sexual Abuse and Assault

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RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

This lesson is very affective and discussion-based; as such, the teacher will need to assess understanding of the material during the discussions as part of student participation. It is also important to keep in mind that if students have had any personal experience with abuse or assault, they may participate less – which does not necessarily mean they are not understanding the material. The homework assignment will give students the opportunity to demonstrate their understanding of some of the class content, while also achieving the fifth learning objective.

HOMEWORK:

Students will be given a sheet listing several websites that are age-appropriate for them that lists additional facts, as well as information about how to report abuse or an assault, and asked to visit at least one site and respond to several questions about it.

***Note to the Teacher:** Be sure to return these homework sheets to the students after you've reviewed them so they will have the website information to keep moving forward.*

*Note: Consent chart adapted from an activity in the curriculum
"Sexual Violence in Teenage Lives: A Prevention Curriculum."*

**Taking Action:
Make Sexual Assault and Abuse STOP**

Name: _____ Date: _____

Please choose one of the following websites and respond to the questions listed below about that site:

- Break the Cycle: <http://www.breakthecycle.org/>
- Love is Respect: <http://www.loveisrespect.org/>
- Rape, Abuse and Incest National Network (RAINN): <https://rainn.org/>

Which site did you visit? _____

1. Name two facts about sexual abuse or assault from your site that you didn't know already:

a. _____

b. _____

2. What is this site's phone hotline or text line for talking with someone about an assault or abuse?

3. If you knew someone who had been assaulted or abused, would you refer them to this site? Why or why not?

Birth Control Basics

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.CC.3 - Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.

PR.8.CC.4 - Define emergency contraception and its use.

PR.8.AI.2 - Identify medically-accurate information about emergency contraception.

TARGET GRADE: Grade 8
Lesson 8

TIME: 50 Minutes

MATERIALS NEEDED:

- Index cards – one per student
- One set of the seven method cards for students' use
- One set of the seven method cards with two additional copies of the "Dual Use" card for use by teacher
- One set of the three category cards
- Newsprint – one piece, posted at the front of the room
- Markers
- Masking tape
- Optional – a birth control kit with the above methods to show students (*Note: Total Access Group sells a birth control kit here http://www.totalaccessgroup.com/contraceptive_demonstration_educator_kit.htm*)

ADVANCE PREPARATION FOR LESSON:

- Print one set of the three category cards with one each of the following per page:
 - Protects for a Few Years (Long-Acting Methods)
 - Protects for a Month (Short-Acting Methods)
 - Protects right now
- Seven method cards copied double-sided so that the method is on one side and the three statements are on the other side – two sets needed as noted in the materials section
 - abstinence
 - external condoms
 - pills/patch/ring
 - IUDs/shot/implant
 - withdrawal
 - emergency contraception
 - dual use

LEARNING OBJECTIVES:

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

1. Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy. [Knowledge]
2. Correctly recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, which makes using effective birth control important. [Knowledge]
3. State correctly what emergency contraception is. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a 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.

Birth Control Basics

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

PROCEDURE:

STEP 1: Introduce the topic by explaining that birth control, sometimes called contraception, is a way to prevent a pregnancy if a different sex couple has vaginal sex. There are many different kinds of birth control that work by preventing the sperm and egg from joining in a variety of ways, if they are used consistently and correctly. This means the method is used every time the way it was intended. (2 minutes)

STEP 2: On the left end of the board draw a horizontal line running all the way to the other end of the board.

Note to the Teacher: You're creating a timeline. On the left end write the typical age of your 8th graders, likely 13 or 14.

Explain to students that this lesson will look a bit at their future through the end of middle school, over the summer and into high school.

Ask students to raise their hands if they think they may want to have children or become parents someday. Acknowledge that some might and some might not and either is fine. Ask students what someone would need to do in order to be ready to have a child. As students brainstorm responses, write them on the newsprint posted near the timeline you have created. Students will likely suggest things like have money, have a job, have a place to live, etc. Ask students, "Based on all the things on this list, what is the best age to have children, knowing that people's personal experiences can vary a lot?" (As students call out answers, write them under the timeline with a tick mark indicating where they fall. Students might give answers ranging from late teen years to early adulthood.) Summarize by saying, "Okay, now that we know what someone who wants children has to do to get ready by ages (insert ages they gave you), let's look at what they can do to reach those goals." (5 minutes)

STEP 3: Draw a stick figure above the timeline all the way to the left side. Introduce the stick figure you have drawn by stating they are currently an 8th grader like you. Say, "The stick figure wants to have children someday, but not any time soon. They are trying to decide if they should have vaginal sex or not. Let's imagine that they wait until they are older—maybe 16 before they have vaginal sex."

Note to the Teacher: Write the age of 16 on the timeline above where the stick figure is.

Say, "And this person also agrees with what we've brainstormed about what they need to do in order to be the best parent they can be. So maybe they want to wait until they are out of high school before they have children. Generally someone is done with high school at age 18."

Note to the Teacher: Write the age 18 on the timeline a few inches down from where you wrote age 16.

Say, "So once this 8th grader is done with high school, have they done everything on this list we created?"

Note to the Teacher: Generally the answer is "no" but allow students to respond authentically here since some may be children of young parents.

So, let's say this person wants to wait a few more years after high school to have children, maybe until they're 21 years-old."

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Note to the Teacher: Write the age 21 on the timeline a few inches down from age 18.

Say, “Now let’s do some simple math. If this stick figure decides to have vaginal sex while they are age 16 but doesn’t want to have children until age 21, how many years do they need to protect themselves from starting a pregnancy?”

Note to the Teacher: The answer should be 5 years.

Say, “We know the most effective way for this stick figure to absolutely make sure that they don’t start a pregnancy is by delaying having vaginal sex, until they are older. So let’s imagine that our stick figure is able to do that. Maybe they show their affection for people they are dating in other ways, but they do not have vaginal sex until age 17.

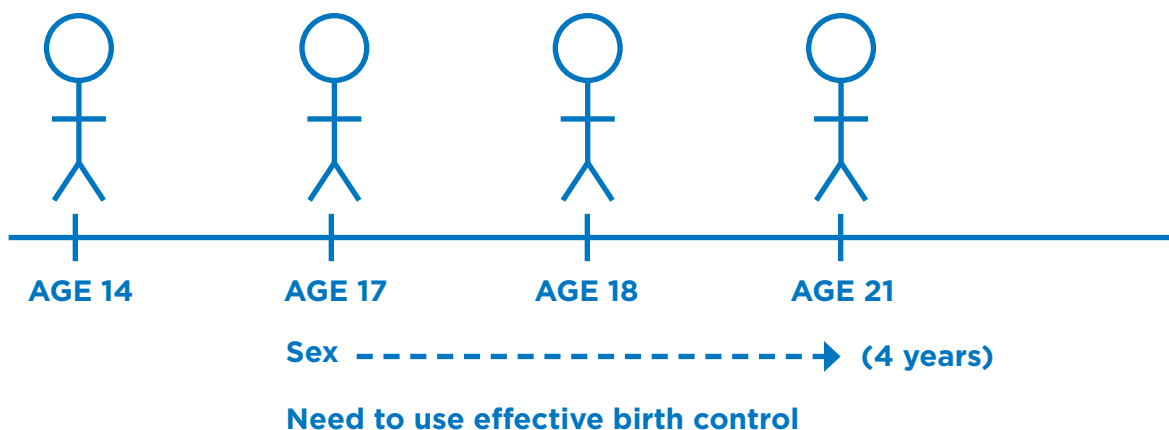
Note to the Teacher: Write the word “sex” under the age 17 on your timeline.

Now, between age 17, when they decide to have vaginal sex, until age 21, when they think they want to start having children, how many years is in between there?”

Note to the Teacher: The answer is 4 years so draw an arrow under the timeline from age 17 to 21 and the words ‘need to use effective birth control’.

Say “So we have narrowed the gap a bit by waiting from 5 to 4 years But, four years is still a really long time! So this stick figure, if they decide to have vaginal sex will need to use effective birth control during that time period to make sure they don’t start a pregnancy until they want to. And keep in mind that we’re only talking about pregnancy today, but they will also need to protect themselves from STDs too.”

Note to the Teacher: At the end, this is what your timeline should look like. (5 minutes)



STEP 4: Explain by saying, “There are many methods of birth control available to people who want to wait to have children until later in life or who may never want to have children.” Introduce the three categories and tape each category to the board to form three columns as you talk. Say, “All of these methods work a little differently but some protect right now, some protect for a short time, like one month, and some protect for a long-time, sometimes even a few years.” Review the following 7 methods of birth control one at a time by showing the card with name of the method on it, stating the information about

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the method below and then tape the method card in the correct column you have already created.

“Abstaining from vaginal sex is the only 100% effective way to prevent pregnancy when done consistently and correctly. In fact, it is the method used by most 8th graders. Ask students what you mean by “when done consistently and correctly.” Affirm or correct their statements until you feel satisfied that they understand that abstinence only works when people use it every time. This means a penis not going inside another person’s vagina. Tell them that most people are not abstinent forever but choosing to delay having sex until you are a bit older can be a very healthy choice.” [Place in the “protects right now” category.]

“External condoms (sometimes called male condoms) are worn on a penis. Anyone can buy them at the store (including 8th graders) and they are very effective at preventing pregnancy when used consistently (meaning every time a couple has vaginal sex) and correctly. They also have the added bonus of protecting against most sexually transmitted diseases or STDs.” [Place in the “protects right now” category.]

Note to the Teacher: You will notice that we use the phrases “external” condom. Explain that, while students may be familiar with the terms “male” condom, you are using these terms to reflect how the methods are used, rather than to assign a gender to them.

“The birth control pill, the patch and the ring all contain hormones that are very effective at preventing pregnancy. The patch and the ring work for a month at a time and then have to be replaced. The patch you replace once a week and the ring you replace once a month. The pill needs to be taken once a day, at the same time every day. A pack of pills lasts one month and then you need to start the next pack. These are called short-acting methods that you can get from a clinic.” [Place in the “short-acting- protects for a month” category.]

“Most IUDs, the shot and the implant contain hormones that are very effective at preventing pregnancy for anywhere between a few months (3 months for the shot) and many years (up to 10 for some IUDs). These are called long-acting methods that you can get from a clinic too.” [Place in the “long-acting- protects for a few years” category.]

“Withdrawal, often called pulling out, is when a penis is removed from a vagina *before* sperm are ejaculated to prevent pregnancy and while it is not as effective as some other methods, it is definitely better than not using anything. It is not, however, the same thing as abstinence.” [Place in the “protects right now” category.]

“Emergency contraception, often called Plan B, is medicine that is taken *after* unprotected vaginal sex to prevent pregnancy and the sooner it is taken after vaginal sex, the more effective it is.” [Place in the “protects right now” category.]

“Dual use is when people who have vaginal sex want to get the most effective protection possible by using a condom in addition to another method (a condom and the pill, a condom and the IUD). This doubles their protection and helps protect them against both unintended pregnancy and sexually transmitted diseases. But this does not apply to using two condoms at the same time, which should not be done, as that can cause the latex to break.” [Place a dual use sign in all three categories to show that a wide variety of methods can be used together.] (15 minutes)

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Note to the Teacher: At the end, your board should look like this.

Protects Right Now	Protects for a Month (Short-Acting Methods)	Protects for a Few Years (Long-Acting Methods)
Abstinence	Pills/Patch/Ring	IUDs/Shot/Implant
External Condoms	Dual Use	Dual Use
Withdrawal		
Emergency Contraception		
Dual Use		

STEP 5: Explain that the next activity will help students learn a bit more about the benefits of the various methods and how well they work when they are used correctly and consistently. Explain that the class will be playing a game called “Which One is Not True.” Select seven student volunteers and have them come to the front of the room.

Note to the Teacher: Select students who you think would not be too embarrassed to participate and can handle the activity maturely.

Give each of the seven volunteers one of the seven method cards and have them review the three statements on the back of the card to prepare to read them aloud to the class.

While volunteers are preparing, explain to the rest of the class that each of the seven students will be representing one of the methods of birth control that are on the board. The students will be sharing three statements about the method but only two will be true and one will be a lie. The class needs to decide which statement is the lie and be able to explain why it’s a lie.

Once the seven students are ready, have them reveal which birth control method they are and read aloud the three statements. Ask the class to guess which statement is the lie and explain why it’s a lie adding in accurate information as needed and correcting any misinformation that might come up. Continue playing until all seven methods have been shared. Once done, thank the volunteers and have students return to their seats.

Note to the Teacher: You can turn this activity into a competitive game with teams and points if you think your students will respond well and you have the time and set-up that would allow this. (20 minutes)

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STEP 6: Close by returning to the stick figure. Say, “Now knowing more about birth control, what methods do you think would be effective for this person if they were to have vaginal sex right now? What about when they are in high school?” Take some ideas and make sure to reinforce that delaying vaginal sex is the most effective way to prevent pregnancy, and if anyone chooses to have vaginal sex and they are not ready for a possible pregnancy, that using two methods together (dual use) can be very effective. Assign homework and close the lesson. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The Two Truths and a Lie activity will accomplish the first and third learning objective while the stick figure timeline discussion will accomplish the second learning objective.

HOMEWORK:

Have students write something they had heard about condoms and weren’t sure whether it was true or false on an index card.

Abstinence

Statement 1) Abstinence, if used consistently and correctly, is 100% effective at preventing pregnancy.

Statement 2) Abstinence can help by delaying the possible consequences of sex.

**Statement 3) Abstinence never fails.
(NOT TRUE - Abstinence can fail if, for example, a person is under the influence of drugs or alcohol and doesn't stay abstinent.)**

External Condoms

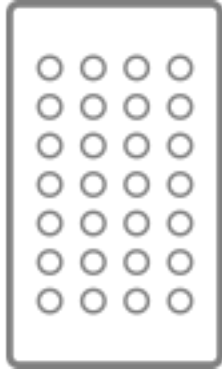


Statement 1) Condoms can help make sex last longer.

Statement 2) Condoms provide protection, so using two condoms at once is better. (NOT TRUE - Using two condoms at once can cause the condoms to slip off or break from the friction. Instead use two different methods - condoms and a hormonal method for added protection.)

Statement 3) Condoms, if used consistently and correctly, are 98% effective at preventing pregnancy.

Pills/Patch/Ring



Statement 1) The pill, patch and ring can help reduce menstrual cramps and make menstrual periods shorter.

Statement 2) The pill, patch and ring, if used consistently and correctly, are each 99% effective at preventing pregnancy.

Statement 3) The pill, patch and ring, if used consistently and correctly, are also really effective at preventing STDs.

(NOT TRUE - The pill, patch and ring ONLY provide protection from pregnancy but do not provide any protection against STDs. So using a condom along with one of these methods will help increase the protection against pregnancy and protect against STDs.)

IUDs/shot /implant



Statement 1) You can get the IUD, shot and implant at pharmacies like Target, Walgreens or CVS.

(NOT TRUE - The IUD, shot and implant require a person to go to a health care provider.)

Statement 2) Many people who use the IUD, shot or implant experience much shorter and lighter menstrual periods.

Statement 3) The IUD, shot and implant, if used consistently and correctly, are 99% effective at preventing pregnancy.

Withdrawal

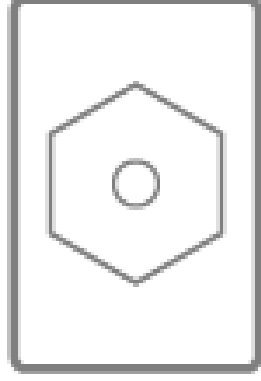
Statement 1) Withdrawal or pulling out, prevents most STDs.

(NOT TRUE - Since withdrawal does not prevent skin-to-skin touching or fluid exchange, if one person is infected with an STD it can still be passed to their partner even if they used withdrawal perfectly.)

Statement 2) Withdrawal is more effective at preventing pregnancy than doing nothing if someone has unprotected sex.

Statement 3) Pre-ejaculatory fluid (or “pre-cum”), which comes out of a penis when it is erect, may contain some sperm. Withdrawal cannot prevent this “pre-cum” from getting inside a vagina.

Emergency Contraception



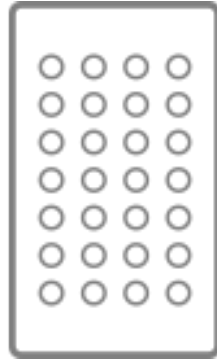
Statement 1) Anyone of any age and gender can buy emergency contraception from a drugstore like Target, CVS, Rite Aid or Walgreens.

Statement 2) The sooner after unprotected vaginal sex a person takes emergency contraception, the more effective it is. It must be taken within five days after unprotected sex.

Statement 3) Emergency contraception works by forming a barrier in the fallopian tube which prevents sperm from passing through.

(NOT TRUE - Emergency contraception works mostly by telling the ovaries to not let any eggs out and sometimes by preventing the egg from being fertilized.)

Dual Use



+



Statement 1) Dual use generally means using a condom in addition to another method of birth control for STD and pregnancy prevention.

Statement 2) A person would need to get a doctor's permission before they used dual use with their partner.

(NOT TRUE - Dual use is something two people can decide on their own if they want to increase their protection.)

Statement 3) A person of any age is legally allowed to buy condoms at a drugstore like Target, CVS, Rite Aid or Walgreens.

Protects for a Few Years

(Long-Acting Methods)

Protects for a Month (Short-Acting Methods)

**Protects
Right Now**

Using Condoms Effectively

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.SM.1/SH.8.SM.1 – Describe the steps to using a condom correctly.

TARGET GRADE: Grade 8

TIME: 50 Minutes

MATERIALS NEEDED:

- Wooden penis model (available for purchase from Lifestyles at <http://www.lifestyles.com/sexualhealth/EducationalItems.html>) or banana
- At least three latex external (“male”) condoms
- Plastic model of a uterus and accompanying reproductive anatomy (available for purchase from Buyamag at https://www.buyamag.com/birth_control_models.php)
- One internal (“female”) condom
- Sheets for condom order activity prepared as described above – one set per every 3 students
- Envelopes for condom order activity sheets, one per every 3 students
- Homework: “Media Hunt --Did They Use Condoms?” one per student
- White board and markers
- Pencils in case students do not have their own.

ADVANCE PREPARATION FOR LESSON:

- Print out enough copies of the handout, “Condom Steps” for every three students to have a full set. Cut out the individual steps and place an entire set into an envelope (for example, if you have 21 students, you would make 7 sets of the sheets).
- If you have not performed a condom demonstration in front of a class, it is a good idea to practice in advance.
- Confirm with your supervisor or district policy that you are allowed to do a condom demonstration. If you are not able to do a condom demonstration, consider showing a video on how to use condoms correctly (factsaboutcondoms.com) or playing an online condom line-up game (sexetc.org).

LEARNING OBJECTIVES:

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

1. Describe correctly, and in order, the steps to using an external condom. [Knowledge]
2. Describe how an internal condom is used. [Knowledge]

A NOTE ABOUT LANGUAGE:

Throughout this lesson and curriculum, we are using the language of “internal” and “external” rather than “female” and “male” condom. This is to emphasize the body parts the different condoms are used with rather than a particular gender. This makes your classroom more gender-inclusive – as well as more accurate, as the so-called “female” condom, for example, can be used for anal sex. A cut-open, flavored “male” condom can be used for oral sex.

PROCEDURE:

STEP 1: Tell the students that you are going to focus today on condoms, which are the only methods that provide protection against both pregnancy and STIs, so it's a healthy choice to use condoms in addition to another method for double protection. Say, “You are going to hear me use very specific language when we talk about condoms. People tend to use the word ‘condom’ to mean a latex condom that goes on a penis. But as you will see in a moment, there are different kinds of condoms that can be used in different ways on different people's bodies, regardless of their gender. For this reason, when we talk about a condom that goes on a penis, we will call it an ‘external’ condom. When we talk about a so-called ‘female’ condom or pouch, we'll call it an ‘internal’ condom. You'll see how this works in a minute!” (6 minutes)

Using Condoms Effectively

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STEP 2: Explain that condoms are extremely effective when they are used correctly – that means, every time a couple has oral, anal or vaginal sex, from the beginning of the act to the end. Break the class into groups of 3. Once they are in their groups, explain that you will be providing each group with an identical set of sheets that list each of the steps to using an external condom correctly. Instruct them to work together and put their sheets in order from the beginning to the end of the sex act. Answer any questions and distribute the sheets, advising the students that they have approximately 5 minutes in which to work together. (8 minutes)

***Note to the Teacher:** While they are working in their small groups, quickly go through the index cards and group them together so that you can be sure your explanation of how to use condoms includes as much of their questions as possible.*

STEP 3: After students have worked for five minutes, have your wooden penis model or banana and several condoms in front of you. Explain that you are going to go through the work they did and model what these steps look like.

Go around the room and ask each group to provide one of the steps in order (so group one would say, “check the expiration date”). As each step is read in the correct order, model doing that step. Show the students, for example, where the expiration date is on the condom wrapper; demonstrate which way is the right way up to place the condom on the head of the penis, and so on. Be sure to highlight that you have several external condoms with you, which is a good idea in general; if one were to tear, fall on the floor, etc., you couldn’t re-use it.

***Note to the Teacher:** The following represents the correct order in which to use a condom for your reference:*

Check expiration date on condom

Have erection

Take condom from wrapper

Put condom right side up on head of penis

Pinch the tip

Roll condom down penis

Begin intercourse

Ejaculation

Withdraw penis from partner, holding condom on at the base

Remove condom from penis

Throw condom away in trash

If a group gets one of the steps incorrect, demonstrate that – and then ask another group to pick up where that group left off.

Next, talk about the common mistakes that can be made, probing for these:

- Not checking the expiration date
- Storing condoms someplace that’s too hot or too cold

Using Condoms Effectively

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- Putting the condom on wrong side up
- Not putting the condom on before the penis goes inside the other person's body (some people put their penis inside then pull out and only put a condom on before ejaculation)
(20 minutes)

STEP 4: Say, "When people refer to condoms, they usually refer to condoms that go on a penis, like the one we just modeled putting on correctly. But there is another kind of condom that is as effective at preventing pregnancy and providing some very good protection against STDs."

Take the plastic pelvic model and internal condom. Explain that while there are fewer steps to using the pouch, it is still important to do them correctly.

Hold up the pouch and check the expiration date. Open the pouch and hold it up for the students to see. Gently squeeze the smaller ring, explaining what you are doing as you do it, and place the ring inside the vaginal opening of the pelvic model. Hold the model up so the students can see how the pouch is inside the vagina, and what is left hanging outside. Explain that once intercourse is over the pouch should come out of the vagina. Twisting once or twice, pull the pouch from the model and talk about throwing it away.

Say, "People have referred to this condom as a 'female' condom, but this can be used by someone of any gender for either penis-vagina sex or during anal sex if the couple removes the interior ring." (6 minutes)

STEP 5: Answer any questions that came up during the class session about either kind of condom. Remind students that since condoms are the only method of birth control that protect against STDs, it is a good choice to use them in addition to another method for double protection. Explain and distribute the media hunt homework assignment, telling them that they have a week in which to complete and return it. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The individual small group practice, along with the modeling by the teacher, will enable the teacher to determine whether students understand the steps to using a condom.

HOMEWORK:

Students will be asked to find examples in the media of when a couple refers to having sex and say whether the couple discussed or used condoms.

**Check expiration date
on condom**

Have erection

Take condom from wrapper

**Put condom right side up on
head of penis**

Roll condom down penis

Begin intercourse

Ejaculation

**Withdraw penis from partner,
holding condom on at the base**

Remove condom from penis

**Throw condom away
in trash**

**Pinch the tip
of the condom**

Media Hunt: Did They Use Condoms?

Instructions: Over the next week when you are watching tv shows, videos or movies, please keep this sheet with you. Please share three examples of couples that are either in a sexual relationship or talking about being in that relationship. Describe whether and how they talk about or actually use condoms. In each case, answer the questions that follow.

Example One:

Name of Show/Video: _____

Characters in a relationship: _____

Did they talk about using condoms? ☐ YES ☐ NO

Did they actually use them? ☐ YES ☐ NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____

Example Two:

Name of Show/Video: _____

Characters in a relationship: _____

Did they talk about using condoms? ☐ YES ☐ NO

Did they actually use them? ☐ YES ☐ NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____

Example Three:

Name of Show/Video: _____

Characters in a relationship: _____

Using Condoms Effectively

Worksheet

Did they talk about using condoms? ☐ YES ☐ NO

Did they actually use them? ☐ YES ☐ NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____

STD Basics: Reducing Your Risks

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

SH.8.GS.1 – Develop a plan to eliminate or reduce risk for STDs, including HIV.

SH.8.AI.2 – Identify local STD and HIV testing and treatment resources.

TARGET GRADE: Grade 8
Lesson 10

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheet: “STDs: What Can I Do?” – one per student
- Laptop or desktop computer with the website, http://yourstdhelp.com/free_clinic_locator.html, cued up
- LCD projector and screen
- White board and markers (at least 3 different colors of markers)
- Pencils in case students do not have their own

ADVANCE PREPARATION:

- Go online to find the closest STD testing and treatment centers to you. If you go to the website, http://yourstdhelp.com/free_clinic_locator.html, you can enter your state, and several of the closest places where STD testing and treatment are available will come up. Note that these will list free and low-cost clinics, which is essential for students at this age; be sure, however, to tell them they can go to their own family doctor or clinician or another clinic they may have heard about from friends.

LEARNING OBJECTIVES:

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

1. Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge]
2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge]
3. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask, “I’d like you to think about your day this morning, from when you woke up until just now in class. Everyone please take out a piece of paper and write down everything that’s happened from ‘woke up’ to ‘being in this class.’”

As students begin to write, watch for those who finish first. As they finish, ask for 3 volunteers to come to the front of the room and write their lists on the board as the remainder of the class finishes their lists.

STD Basics: Reducing Your Risks

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While each list will look different, they may look something like this:

Woke up

Took a shower

Got dressed

Ate breakfast

Got to school (probe: How?)

- Took the subway
- Took the school bus
- Took a regular bus
- Walked
- Got dropped off

Had class (probe: Which classes?)

Ate lunch (depending on class schedule)

Go through the lists, asking students to indicate where they had to make decisions along the way. Write the word “decision” in between the steps that required a decision with a different-color marker. For example:

“Got dressed - Decision - Decided what to wear”

Probe for more than just surface decisions, such as “had to decide what to pack for lunch” or “had to decide what to eat from the cafeteria.” For example, how did they decide which classes? Did they have any input or were they decided for them? Did they decide how to get to school, or was that decision made for them?

Ask, “How do you make decisions? What factors come into play?” After a few responses, ask, “Did any of these decisions require you to take risk?” (Probe for there being risk in getting in a car or bus; risk crossing the street; risk in how people react to what you choose to wear; risk that you eat something unhealthy and end up getting sick, etc.).

Ask, “When you were making your decisions, did you know there were risks involved? If so, know that there was risk involved, how did you make each of your decisions?” Possible responses may include, “I didn’t really think about it,” or “I’ve done it so many times I know how to do it,” or “I was (or wasn’t) worried about what would happen if I did one thing vs. something else.”

Say, “Now we’re going to take what we just talked about and apply it to one part of sex ed. There are things in our lives we make decisions about every day, some of which carry risks of different levels. Same thing goes for sexual behaviors.”

Write the phrase, “Sexually Transmitted Disease” on the board. Ask the students to remind you what an STD is. Probe for diseases that can be passed from one person to another through sexual contact. Remind students that to get an STD one person has to have one, STDs are not created spontaneously by doing something sexual with another person. (11 minutes)

STD Basics: Reducing Your Risks

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STEP 2: Ask, “How many of you are hoping to get an STD at some point in your lives?” Students will hopefully laugh, and none of them will raise their hands (except for a class clown or two). Say, “Of course – no one wants to get an STD – just as no one wants to get the flu or any other kind of infection. The fact of the matter is, though, lots of people will get STDs at some point in their lives. It’s actually really common, especially among young people. So it’s important to know a few key things about them:

While some STDs can be cured, others can stay in your body for life and be treated. Others can be fought off by your body’s immune system and go away on their own. Some can affect whether you can get pregnant or get someone else pregnant, and others can affect sexual functioning – or even, if left untreated, cause death. So if you’re going to be in a sexual relationship in the future, you want to be sure you do so in ways that keep you healthy and reduce your chances of getting an STD.”

Tell the class that you are going to be giving them individual worksheets and that they’ll have about 8 minutes to complete them. Tell them that the sheets are asking them to think about what they’ve heard about how people can get STDs – and to write down how the students plan to avoid getting them and if you’ve already experienced an STD, what your plan would be for not getting one in the future. Tell the students that they will be asked to share their completed sheets with at least one other person in the class, so they should keep that in mind as they write down their answers. Distribute the sheets. (8 minutes)

STEP 3: After about 8 minutes, ask students to stop where they are. Divide the group into pairs, and ask students to share their plans with each other. Tell them that if they hear something from the other student about how you can get an STD that doesn’t sound quite right to mark it on their partner’s paper with a star so they can come back to it later or ask you about it. Ask the students to tell each other what they think of each person’s plan, and to provide any suggestions they think might help. Tell students they’ll have about 5 minutes in which to do this. (9 minutes)

***Note to the Teacher:** If you know that students have personal experience with STDs – for example, a family member with HIV – you may wish to intentionally pair certain students together to be sensitive. Otherwise, random pairing is fine.*

STEP 4: Ask the students to stay in their pairs and ask how they think they did on their own plans. Ask what they thought of their partner’s plan, and whether they got any helpful feedback on theirs.

Ask the students to share what they’ve heard about how STDs can be transmitted. Write these on the board, asking students not to repeat something they’ve heard already. If anyone says something that is incorrect, be sure to correct it and write the correct information on the board. (14 minutes)

STEP 5: Say, “It’s great to think this through and to create a plan for yourselves. But what about the other person with whom you may end up having sex? How would you know whether they had an STD? What can you do to find out?”

Probe for:

- Ask the person (remind students that many STDs have no symptoms so they might not know they have one)

STD Basics: Reducing Your Risks

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- Ask other people who know the person (which could also make that person mad)
- Go together to a doctor's office or clinic to get tested for STDs.

Say, "A really important thing to keep in mind is that there is no one test that covers all STDs. So if someone says to you, 'I've been tested already,' ask that person what they've been tested for. Sometimes, they've been tested for HIV – but there are different tests for the other STDs. A doctor or clinician will ask you some questions to determine which STDs you may or may not be at risk for and then conduct the tests based on that. So it's really important to give honest information and answers to that doctor or clinician."

Project the website, http://yourstdhelp.com/free_clinic_locator.html, so that the class can see it on the screen or white board. Using the dropdown menu on the top left side of the landing page, put in your state and hit "go." Scroll down for the city or town closest to you to show what is in your area. Have student write down the website address for future use and remind them that they can always come back to you in the future to be reminded of the URL.

Answer any questions, then ask students to hand in their individual plans. Then distribute the article, "Taking Charge of My Sexual Health with STD Testing and Communication" and ask them to read it for homework and answer the journal questions that appear at the end of the article. (8 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The individual worksheet, paired discussion and large group process will be directed at achieving the first two learning objectives. In addition, by collecting and going through the individual plans, the teacher will be able to catch any remaining myths/misinformation by correcting them on the sheets and returning each student's plan to them.

Posting the website and showing students the link, as well as the search results that come up for local STD testing and treatment centers, will achieve the third learning objective.

HOMEWORK:

None

STDs: What Can I Do?

Name: _____ Date: _____

Instructions: Please answer the following questions. You will be sharing this with at least one other student in class, so be sure what you write here is something you're comfortable with another person knowing!

1. How can STDs be spread from one person to another? See if you can list up to THREE ways:

a. _____

b. _____

c. _____

2. Explain why the following three strategies can be the most effective way to protect yourself or someone else from getting an STD.

Abstinence

Using condoms or other barriers correctly each time you have sex

Getting tested for STDs (and making sure your partner does too) before you have sex together

3. If you were to find out you had an STD, what could you do to make sure you don't pass it to someone else?
