

They Love Me... They Love Me Not...

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.CC.1 – Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.

PS.12.INF.1 – Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships.

TARGET GRADE: Grade 9
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with video, "Dating Abuse: Tools for Talking to Teens" – see above
- LCD projector and screen
- White board and markers
- Worksheet: What Would You Tell Them To Do? – one copy for every three students
- Resource sheet: Love Is Respect, cut up into individual squares
- Student journals [if they have them and are using them in your class]
- Extra pencils if students do not have them
- Lined paper if students do not have paper handy in class, both for the small group work and to write down the homework link

ADVANCE PREPARATION FOR LESSON:

- Download the video "Dating Abuse: Tools for Talking to Teens" from <https://vimeo.com/99610424> or work with the IT person at your school to enable internet access. It is also helpful to watch the video before class to ensure you can lead the discussion confidently.
- Print out the resource sheet, "Love is Respect," and cut up into individual squares, enough for each student to receive one square.

LEARNING OBJECTIVES:

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

1. Describe at least three characteristics of an unhealthy or emotionally abusive relationship. [Knowledge]
2. Explain at least one thing a person in an unhealthy or abusive relationship can do to leave that relationship. [Knowledge]
3. Identify their own feelings about partners' roles and responsibilities in a relationship when there is a power difference between the two. [Knowledge, Affect]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Say, "Everywhere around us are examples of people in romantic relationships. People in our families, people we know – celebrities, characters in tv shows and movies. We constantly get messages about what it means to be in a relationship – and then it's up to us to determine what we want and need, as well as what we're willing to put up with, since no one's perfect, and no relationship is perfect!"

Some of you have already started being in relationships, and some of you haven't yet. No matter who we are or how old we are, we all hope

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for one thing: That our relationship is happy and healthy. We want to enjoy the time we spend with the other person. We want to care about them and know they care about us.

We also need to learn from our relationships – how to disagree respectfully and make up without holding grudges. We need to learn when and how to compromise, and when we need to dig in our heels and insist on something. Above all, we need to learn to recognize when things we don't like in our relationship are kind of frustrating but part of an overall give and take of a healthy relationship – and when things we don't like mean our relationship is unhealthy, or even abusive. That's what we're going to talk about today."
(3 minutes)

STEP 2: Show the video, "Dating Abuse: Tools for Talking to Teens." Stop the video right at 4:45 when the screen says, "Teens Need to Talk." Ask for general reactions to the video, then probe more deeply about what they saw by asking the following questions:

- What were some of the things the teens were excited about when they first met their boyfriends? Probe for:
 - He was funny; they laughed a lot
 - They spent a lot of time/did a lot together
 - He was cute/hot
 - He made them feel good about themselves
 - He was attentive – e.g., texting cute messages
 - He was smart
 - He was "mine" – the idea of belonging to another person
 - He was thoughtful
 - He was "different" – no one had ever talked to/done that for one of the teens before
- What were some of the things that happened in these relationships that indicated things were changing? Probe for:
 - Texting a lot and getting angry if they didn't text back
 - Getting annoyed or angry if they spent time with friends and family instead of their boyfriend
 - Wanting to know where they were and who they were with 24/7
 - Becoming possessive – including threatened by close or best friends who were male; accusing them of cheating
 - Jealous of activities or clubs they were involved in that didn't include the boyfriend
 - Giving ultimatums – "choose the club or that person or me"

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- Disrespecting boundaries – asking for sexy photos and the posting them on social media
- Commenting on – or even deciding on – what their girlfriend or boyfriend was wearing
- In each of the relationships, the person being controlled figured it was them – they were the problem, not their boyfriend. What examples do you remember of that? Why do you think they made those concessions – like quitting the debate team, or giving him more attention, or sending naked pictures, not just sexy pictures even when they seemed like they didn't want to do it?
- What happened in these relationships? Probe for:
 - All the power in the relationship was taken by the abusive partner – for example, one person said they “needed his permission to do anything”
 - One used threats – for example, threatening to show one girl's brother the naked photos; threatening to “out” or tell everyone that his boyfriend was gay
 - One used physical violence – shaking or even slapping his girlfriend
 - One boyfriend wanted to stop using condoms, even though his girlfriend was concerned about it – then became angry with her and forced her to have sex – which is rape, even if it's someone's boyfriend or girlfriend and even if they have had sex before
- In each of the relationships, the abusive partner had power and control over his girlfriend or boyfriend. What techniques did he use to control his girlfriend or boyfriend? Probe for:
 - He'd get angry – but then say how much he missed them.
 - He'd apologize
 - He'd promise not to do it again—“I'll change”
 - He gave flowers/gifts
 - He took away his boyfriend or girlfriend's sense of self-worth – e.g., “Who else would want me?” and “I felt stupid.”
 - He isolated his boyfriend or girlfriend from their friends and family

Say, “The most frequent question people ask of others who are in abusive relationships is, ‘why did you stay so long?’ or ‘why didn't you break up with them sooner?’ While this ends up blaming the person being abused (we should be asking the abusive person why they were abusive!), it is a very common question. What do you think some of the answers to that question are, based on what you saw in this video?” Probe for:

- It's not always so clear what's normal – what's a typical fight or typical attentiveness and what's abuse or being obsessive – especially if things were going well for a while and then started to go bad.

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- Because the person being abused usually has strong feelings for the abuser before they become abusive. They may hang on to hope that the abuser will change back to the sweet person they were before the abuse started – or may even blame themselves for the abuse.

Summarize the discussion by saying, “One thing that’s important to keep in mind here has to do with gender. In all of these cases, the person who was abusive was one gender, but people of all genders can be abusive, too – and it can happen in relationships where they have boyfriends and it can happen in relationships where they have girlfriends. So while the majority of reported relationship abuse cases are between a male-female couple where the guy is the abuser and the girl is being abused, a person of any gender can be in either position.” (20 minutes)

STEP 3: Say, “Given that people who are in abusive relationships can sometimes feel confused or unsure, people in their lives – family members or friends, for example – can play really important roles in helping the abuse stop. Let’s take a look at what some of those things are.”

Divide the class into groups of 3. Distribute the worksheets, “What Would You Tell Them?” Instruct them to work together to complete the two scenarios using a separate piece of paper if they want to write anything down. Let them know they have about 8 minutes in which to do the work together.” (10 minutes)

STEP 4: After about 8 minutes, ask the groups to stop their work. Ask for a volunteer to read scenario 1 aloud. Ask for a volunteer from another group to respond to the first question, then solicit other responses from other groups. Do the same with scenario 2, continuing to ask for volunteers from groups who have not yet spoken. The processing of this activity will depend on what is contributed by students, but you can use the following questions as a guide in order to get to some key issues around power differences in both relationships:

- What was it like to do that? What was [easy, sad, frustrating – fill in their answers] about it?
- What did both scenarios have in common? [That there was a power difference in each relationship; that someone who has strong feelings for another person doesn’t necessarily see when the relationship is becoming unhealthy or abusive.]
- What did you notice about the advice that was suggested for each scenario? How likely do you think it would be that Oliver or Karen would get out of their unhealthy relationships? Why?

Say, “Whenever you see something going on in a friend’s or a loved one’s relationship you don’t like, you have to ask yourself, ‘Do I say something? Is it my place?’ When it comes to an unhealthy or abusive relationship, the answer is yes – it’s really important to say something to let that person know you’re there for them, but without making them feel like they’re stupid for being in the relationship in the first place.” (15 minutes)

STEP 5: Explain the homework assignment, which will have them listen to a short podcast and react to it in their journals [if you have been using journals in class], or that they can

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complete by writing on a piece of lined paper or typing up their reaction on the computer. Write the following link on the board: <https://www.wnyc.org/radio/#/ondemand/531001> and ask them to write this down on a blank piece of paper or a blank page in their journals.

Note to the Teacher: *You may also wish to email or text the students the link after class to ensure they wrote it correctly.*

Say, “As you leave, I am going to give each of you a small piece of paper. Keep it for yourselves, or share it with someone you know who you think might need it. It has a text number for someone who thinks they’re in an unhealthy or abusive relationship – and a hotline for some more information about what you can do if this were to be you, or if you wanted to help someone else.” Distribute the small pieces of paper as they leave.
(2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class discussion and small group work will achieve the first two learning objectives. The third learning objective will be fulfilled by the affective homework assignment.

HOMEWORK:

Students will listen to an episode of Radio Rookie in which a teen’s older sister is in an abusive relationship and write a journal response to it:
<https://www.wnyc.org/radio/#/ondemand/531001>.

Worksheet: What Would You Tell Them To Do?

Scenario – What Would You Tell Him To Do?

Oliver is 14 and Emily is 17. He has never had a girlfriend before and can't believe that someone in the 12th grade is interested in him – especially someone as popular and beautiful as Emily. His friends tell him they don't like her – they think she's really bossy and fake, but he tells them they just don't know her. She likes when he comes to her soccer games after school – at the last one, he sat with a girl he's known since they were in kindergarten and considers one of his best friends. Emily sees them and they both wave to her on the field, but she doesn't wave back. When the game is over, she walks up to him, slaps him across the face and hisses, "Let's go!" and walks away. Oliver looks at his friend, shrugs, and runs after Emily.

1. In what ways does Emily have power over Oliver? How does she use this power?
 2. If Oliver came to you for advice, what would you advise him to do? Keep in mind how he feels about Emily.
-

Scenario – What Would You Tell Her To Do?

Quinn and Greg are both in 10th grade and have been a couple for four months. Quinn has loved Greg in some way since they were little kids, and adults always joked they were destined to get married. Greg's father is the CEO of a major company and they have a huge home in the nicest part of town. Quinn lives with Quinn's dad, who works for the local cable company, in a one-bedroom apartment (Quinn sleeps in the living room). Quinn babysits every afternoon and weekend to make money to help pay for clothes and any social life with friends. Everything else goes into a college fund. Greg is intense – whatever he does, he does to the max – he goes out a lot and spends a lot of his dad's money. Everyone wants to hang out with him and he rewards people by paying for things – including Quinn. Greg wants Quinn with him all the time, and if Quinn is supposed to work babysitting, he just pays whatever Quinn would have earned that night. This is awesome for Quinn – getting the money and a social life! His parents are away a lot, and Greg has lots of parties at home when they're away. At one party, Greg calls Quinn over and asks Quinn to dance really sexy in front of his friends. Quinn whispers in his ear, "I don't do that kind of thing in front of other people." Greg smiles and says, "But baby, you work for me – and I want you to."

1. In what ways does Greg have more power in this relationship? How does he use this power?
2. If Quinn came to you for advice, what would you advise Quinn to do? Keep in mind how Quinn feels about Greg.

Resource Sheet: Love is Respect

[illegible]

How Well Do I Communicate With Others?

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NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.IC.1 – Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors.

TARGET GRADE: Grade 9
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Student Handout: "How Well Do I Communicate with Others? Example One" – one per half the students in class, folded in half
- Student Handout: "How Well Do I Communicate with Others? Example Two" – one per half the students in the class, folded in half
- "How Well Do I Communicate with Others?" roles – prepared as described
- Homework: "Communication in the Media" – one per student
- Exit slips cut in half, enough for each student to have one half sheet
- Blank sheets of 8 ½ x 11 paper –one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

Print out enough copies of the "How Well Do I Communicate?" roles and cut them into thirds. Put each role into separate piles, and from that create enough triads for the entire class (for example, if you have 24 students, you would create 8 complete sets with each having a partner one, a partner two and a judge to create one complete set). You may wish to put each set together with a paper clip for easy distribution in class.

LEARNING OBJECTIVES:

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

1. Describe at least two characteristics of effective communication. [Knowledge]
2. Apply effective communication skills to a scenario relating to communicating with a partner about having a sexual relationship. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Say, "Today, we are going to looking at how we communicate with other people. Have any of you ever said something to another person, and they've reacted in a surprising way – or some way that didn't make sense?" After students react, say, "A lot of times we immediately wonder, 'wow, what's wrong with them? Why didn't they get what I was saying?' Rather than blame the other person right away, we need to take a look at how we communicate, and whether we're being as clear as we think we are!" (2 minutes)

STEP 2: Ask the class to get into pairs and to make sure they have something to write with. Distribute the blank sheets of paper and say, "I'm going to distribute two things to you right now. First, everyone should get a blank sheet of paper. Once you all have that,

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I'm going to give another sheet to one person in each pair. That person is going to be the 'communicator.' We will do this twice, switching roles the second time, so to start please decide now who is going to be the communicator first."

Ask the communicators to raise their hands and walk around the room with the "How Well Do I Communicate? Example One" sheets, folded in half. Say, "I am giving the communicator a sheet. Please do not show it to your partner or anyone else in the class.

We will call the other person in the pair the 'listener.' The communicator needs to sit facing the listener so that the listener cannot see what is on the piece of paper. Communicators, you may need to hold up a notebook between you and your listener. When I say 'go,' communicators are going to describe what is on the sheet of paper in front of them. Listeners, you are going to draw on the blank paper what you hear the communicators describe to try to create something that matches what they are describing. The goal is at the end to have both papers look the same.

Now, there are a few rules:"

Write the following rules on the board as you go through them:

1. Listeners cannot see what's on the communicator's sheet.
2. Communicators cannot use hand gestures or draw anything themselves.
3. You may not look at the work other pairs are doing or refer to their work.
4. Listeners can ask clarifying questions, but otherwise should not speak.

Answer any questions they may have and tell them they have about 5 minutes in which to do this. Ask them to not show the other person what's on their sheet, even once you have called time. (10 minutes)

STEP 3: After about 5 minutes, ask everyone to stop, reminding them to not show the other person either what was on their sheet or what they drew. Say, "Please place your sheets face down on the desk. Now, you're going to switch – the communicator is now the listener, and vice versa. I am going to distribute a second, different sheet to the new communicators, and the other person will now be the listeners. Please do not get started until I have said 'go.'" Have the new communicators raise their hands and go around the room distributing the "How Well Do I Communicate? Example Two" sheets folded in half to them. Once everyone has a sheet, remind them of the rules and that they have about 5 minutes and have them get started. (8 minutes)

STEP 4: As the students are working, write on the board to the right of the activity rules, "Worked Well" and then a few feet to the right, "Didn't Work Well." After about 5 minutes, ask the students to stop their work. At this point, they should turn over all four sheets to compare both drawings and originals. Give them a minute to react to these in their pairs.

Ask, "So how'd you all do?" Allow the range of responses, from "we both did great," or "I was nowhere near – but my partner did a great job!"

Say, "Think about whether your drawing matched the communicator's descriptions. When something you drew matched, why do you think that was?" Record responses in the "Worked Well" column. Responses may include:

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- The person was really clear
- The person was specific
- The person compared what was on the sheet to something else I already knew
- I spoke up and asked questions to make sure I understood
- The person didn't get frustrated; if I didn't get it they tried again

Then ask, "When something you drew didn't match, or if you didn't end up completing the drawing, why do you think that was?" Record these responses under the "Didn't Work Well" column. Responses may include:

- The communicator got frustrated with me when I didn't understand
- The communicator rushed me
- The communicator gave incomplete information, such as the shape but not its size or location on the page
- I didn't ask clarifying questions because I didn't think I could

Ask them to review the two lists and reflect on what they notice. Then say, "Both people have a role to play in communicating clearly. When we're the one who has something in particular to say or get across, we can sometimes be so focused on that that we don't think about the other person and how they're hearing it. If we become impatient or angry, that can shut the other person down so they may not feel like they can ask clarifying questions – or they may just agree to end the conversation. But both people have a responsibility to be as clear as possible when talking with another person – and they both have an equal right to be heard." (10 minutes)

STEP 5: Say, "This was just about drawing a picture – we're going to now talk about what it's like when two people are communicating about sex."

Divide the class into new groups of 3. Tell them that each group is going to have three characters: Partner One, Partner Two and the Judge. Each person will have a specific task, which you will give them. Explain that partners one and two are going to communicate with each other about something relating to their sexual relationship, and that they need to reach a decision. The judge's job is to decide how well they communicated and whether the decision they reached made sense given how they communicated. Ask the triads to please not show each other what's on their sheets.

Ask whether there are any questions. Refer back to the lists on the board about what they found worked or didn't work when it came to communicating during the drawing activity and to use that in their dialogues.

Then go around the room, randomly assigning people the role of partner one, partner two and judge, making sure each triad has a partner one, partner two and a judge. Once everyone has a sheet, give them about 2 minutes to read it through and think about how they want to play their role. Tell them they can make notes to themselves on their sheets, too, if they think that would help (in particular, the judge should be noting what they observe in the interaction). Tell them they can start, and that you will stop them after about 5 minutes of discussion. Ask the judge not to express any opinions until you have said so. (7 minutes)

Note to the Teacher: *If two cisgender, heterosexual boys end up randomly being assigned to each other, it is possible they will have a homophobic response that could include refusing to do the work or speaking or making gestures that mimic their understanding of gay male*

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stereotypes. Some boys may be fine doing the role plays, but someone from another group might make a homophobic comment about it. Should this happen in your class, it's important to stop what you are doing, notice the interaction, and ask for the class members to reflect on what's happening and why. Direct the students back to your class groundrules – and reinforce the agreement to be respectful – and that making homophobic comments is not respectful.

STEP 6: After about 5 minutes, ask the groups to stop their work. Then ask the judges to take 2 minutes to share with their partners what they thought. After 2 minutes, ask for the class' attention and process the activity using the following questions:

- What was it like to do that? What was [easy, challenging, fun, boring – add in their responses] about it?
- Partners one and two – how do you think you did? Did you feel you were clear? Was your partner clear?
- Judges – what did you think of how the partners did? Can you share an example of when the two partners were on the same page and when they weren't? Why?
- How many partners compromised and changed their minds? What caused you to do that?

Say, "It's so common for people to misunderstand each other – it can happen in friendships, family relationships and between boyfriends and girlfriends. Communicating about sex carries a bit more responsibility with it – it's a big decision to make, even if one or both people have already had sex before. Each decision with a partner is a new decision – so it's important to know and communicate what you are and aren't interested in doing, and to respect where the other person is if it's different from where you are."

Distribute the homework and briefly review the assignment with the students. Then distribute the exit slips and ask them to complete them and hand them to you as they leave class. (13 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

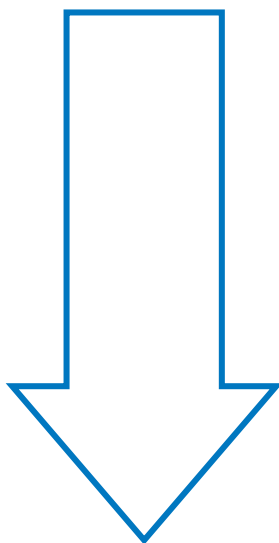
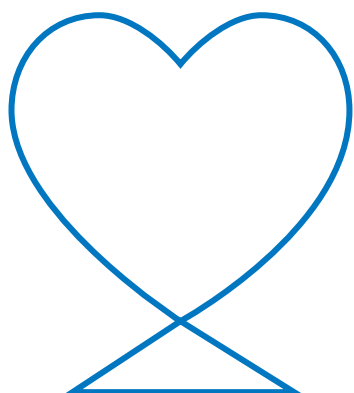
The in-class activities all serve to fulfill the learning objective for this lesson. The homework assignment contextualizes the learning in the world around the students.

HOMEWORK:

Worksheet: "Communication in the Media" – have students take note of videos or shows they watch over a week's period and note what from class they saw examples of.

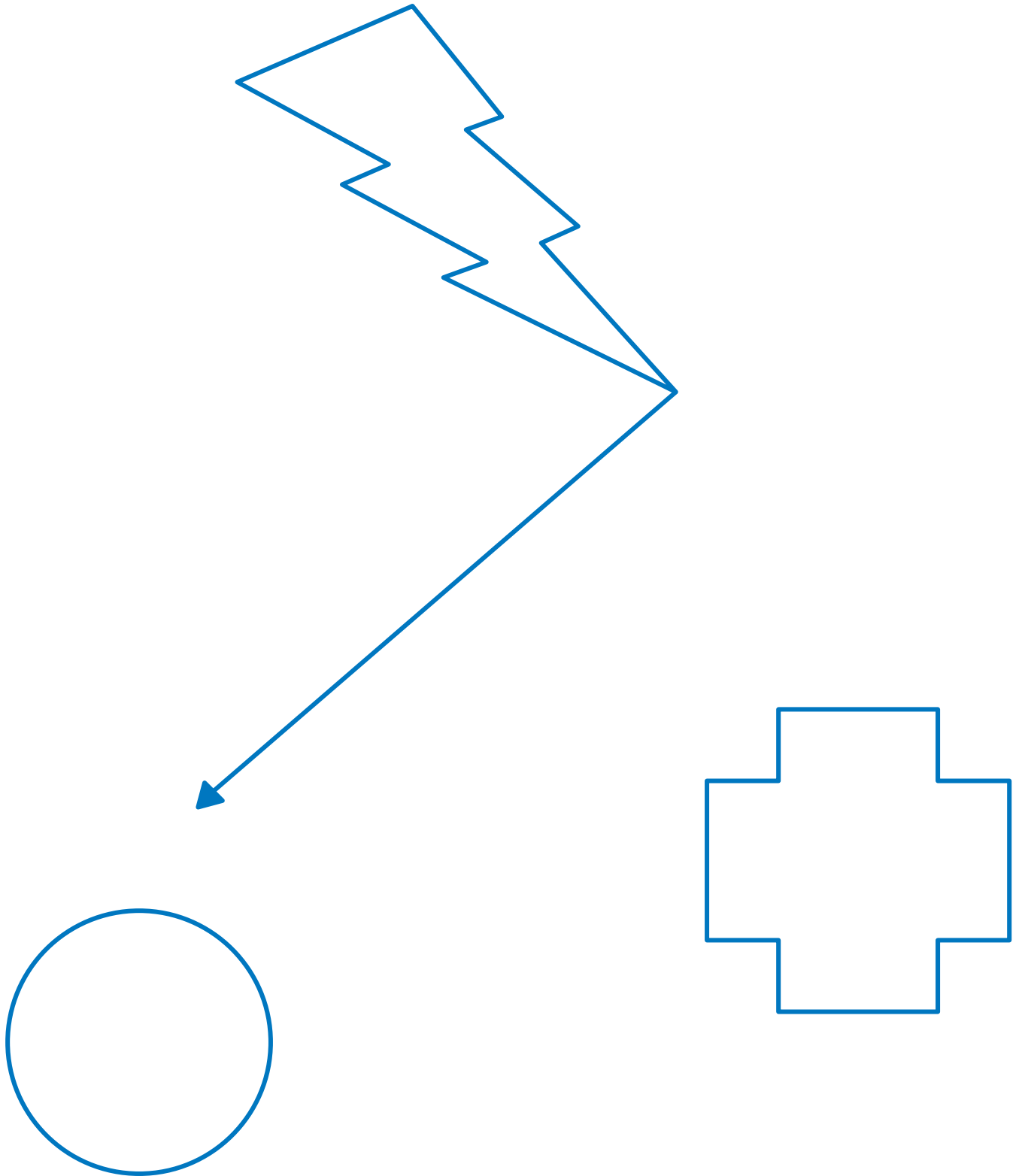
How Well Do I Communicate With Others?

EXAMPLE ONE



How Well Do I Communicate with Others?

EXAMPLE TWO



How Well Do I Communicate with Others?

ROLES

PARTNER ONE

You really like Partner Two. You have not had sex, and you really don't feel ready. You like the making out you've done, which hasn't included oral sex yet. You have it in your mind that if you are together in three months, you'll feel like you know each other well enough and be committed enough to each other to have sex. You are 100% sure that when you do have sex you two will need to use latex barriers, like condoms – no matter what!

PARTNER TWO

You really like Partner One. You have not had sex, and you really think you're ready. You like the making out you've done, but really think it's time to take it to the next step. You're sure that most of your friends have started having sex and don't see any reason to wait. You think that if partner one really cares about you they'll want to have sex. The one thing you are 100% sure about is that when you do have sex, you two will need to use latex barriers, like condoms – no matter what!

JUDGE

How did each partner do on communicating what they do and don't want to do? What could each partner have done more effectively? Do you think the decision they reached was the right one for them as a couple? Why or why not?

Exit Slip: Before you go . . .

Name: _____

What is one specific thing you think you can use from what we did today in class that will help you communicate with another person?

Exit Slip: Before you go . . .

Name: _____

What is one specific thing you think you can use from what we did today in class that will help you communicate with another person?

Homework: Communication in the Media

Name: _____ Date: _____

INSTRUCTIONS: Over the next week, as you're watching tv or shows online (or watching a movie), find two examples of couples communicating – one that you think communicated well, and one that didn't do so well. Record the examples as you see them, then answer the questions at the end.

Couple That Communicated WELL

Show/Movie name:

Character(s) observed:

What was the conversation about?

CHECK

☐

Communicated
clearly

☐

Listened to the
other person

☐

Compromised
when something
was important to
the other person

☐

Didn't give in
when they were
feeling pressured

☐

Used ultimatums
("do this or else")
to get what they
wanted

Couple that DIDN'T communicate WELL

Show/Movie name:

Homework: Communication in the Media

Character(s) observed:

What was the conversation about?

CHECK

☐

Communicated
clearly

☐

Listened to the
other person

☐

Compromised
when something
was important to
the other person

☐

Didn't give in
when they were
feeling pressured

☐

Used ultimatums
("do this or else")
to get what they
wanted

Questions:

1. For the couple that **DIDN'T communicate well**, what was the impact on their relationship?

2. For the couple that **DIDN'T communicate well**, what would you have them do differently in order for their conversation to have been more effective or clearer?

It Wasn't My Fault

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PS.12.CC.4 – Explain why a person who has been raped or sexually assaulted is not at fault.

PS.12.IC.1 – Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, or assault.

PS.12.AI.1 – Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted.

PS.12.AI.2 – Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.

TARGET GRADE: Grade 9
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop with PowerPoint on it (depending on whether the panelists plan to speak or use PowerPoint)
- LCD projector and screen
- Index cards – one per student
- Extra pencils in case students do not have their own
- “Teacher Resource: Guidelines for Selecting Guest Speakers” – one copy
- Student worksheet: “I Think, I Feel, I Wonder” – one per student
- Homework: “Online Resources to Deal with Rape and Sexual Assault” – one per student

ADVANCE PREPARATION FOR LESSON:

Note: This advance prep may take longer than most.

- Reach out to a local agency that works with rape survivors to find two or more people to serve on your panel. As part of this process, review the handout, “Guidelines for Teachers in Selecting Guest Speakers.” Try to find, if you can, survivors who are close in age to the students you work with, as well as survivors of more than one gender. If you cannot do this, then you can both prepare some questions connecting the speaker to the students specifically relating to age – such as, “What advice would you give these 9th graders?”, and intentionally point out that people of all genders are sexually assaulted – not just girls and women.
- Be sure to talk with the agency about relevant aspects relating to your class, especially the grade level of the students and any key topics you want them to focus on. Ask the panelists in advance how they feel about a question/answer period after they share their stories, especially whether any topics or questions are off-limits. If the panelists do not wish to participate in a Q and A session at the end, extend the processing time with the students, making sure panelists have already left the room before discussing their presentations.
- Ask each panelist to provide you with a brief description of how they would like to be introduced (some may simply wish to share their name and age). Be sure to check pronunciations of names and gender pronouns.
- During the class before this class, let students know that this topic will be addressed and that there will be rape survivors telling their stories. Make arrangements for any students who may have had personal experience with rape or sexual assault, should they be concerned that being in this class would be triggering to them. You will need to work with your school team to determine what is appropriate, whether giving the student(s) a study period in the library or having them sit in on a different class.
- Let the school counselor know about the class topic and format and invite them to be in the room to observe the panel. If they cannot attend, follow up with them after the class session to summarize what was presented so they are prepared should any students choose to come to them about rape or sexual assault.

It Wasn't My Fault

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

LEARNING OBJECTIVES:

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

1. Describe at least two impacts of rape and sexual assault on someone who has been assaulted. [Knowledge]
2. Explain why a person who has been raped or sexually assaulted is never at fault. [Knowledge]
3. Reflect on their own feelings about rape and sexual abuse. [Knowledge, Affect]
4. Name at least two online resources a rape or sexual abuse survivor can access for more information and support. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Introduce the topic by distributing the index cards and saying, "As you know, today's class is going to deal with a very serious and sensitive topic: rape and sexual abuse. We are very lucky to have some generous and brave guests with us today who have survived rape and sexual abuse. They're here to share their stories [and to answer questions you may have]. Both [all] the panelists will speak and then we will open it up to questions and answers – so you may wish to use the index cards I gave you to write down any question you may have as they're speaking to make sure you remember it when it's time."

Note to the Teacher: *If the panelists have told you in advance that certain questions are off-limits, this is the appropriate time to let students know that. You may also wish to write these on the board so they don't forget.*

Introduce each of the panelists as they have indicated. Have each speak for 10 – 15 minutes, depending on how many panelists you have (31 minutes, subject to change depending on number of speakers).

STEP 2: Thank the panelists for sharing their stories. Ask the class whether they have any questions, and facilitate the question/answer session. (12 minutes)

Note to the Teacher: *You may wish to have some questions ready in advance in case students don't think of any. It is also common for students to be quiet after these types of presentations as they are processing the stories. Possible questions might include:*

- Who in your life did you go to for support? In what ways did they help you get through this?

It Wasn't My Fault

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- Did anyone imply or say straight out that they thought it was your fault that this happened to you? If so, how did you respond to that?
- How have you been able to get from where you were when this first happened to where you are today, able to speak publicly in front of a group about what happened?
- What is one thing you want to be sure these 9th graders remember about rape and sexual abuse after you've left?

STEP 3: Thank the panelists again. Tell the class that sometimes it's difficult to talk about these things in a group, so you're going to give them the chance to think about and share their reactions to what they just heard individually.

Distribute the reaction sheets and ask students to complete them individually and in silence. Let them know they will have about 5 minutes in which to complete their sheets. Ask students to turn their sheets face down when they are done so you know they have finished. (5 minutes)

STEP 4: Tell the students that if they still have anything left over from the presentations they wish to talk about, that the school counselor is available to support them. Explain that their homework assignment for next class will be to find two websites which a person who has been sexually abused or assaulted can go to for resources and support. Distribute the homework assignment. (2 minutes)

***Note to the Teacher:** It is not uncommon for students to disclose their own experiences with abuse after the class session is over. Although students can and should be referred to the school counselor, how you respond to the student in the moment is important. Please see the resource relating to student disclosure in the Teacher's Guide.*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The panel and reflective writing afterward will enable teachers to fulfill objectives one through three. The homework assignment will fulfill objective number four.

HOMEWORK:

Students will be asked to search for two reliable websites for teen rape or sexual abuse survivors that are inclusive of all genders and sexual orientations.

Teacher Resource: Guidelines for Selecting a Guest Speaker

Here are some questions to consider when both selecting a guest speaker and preparing the guest speaker to present to your class.

1. Is the speaker's information factually accurate?
2. Is the presentation (including method and materials) age- and developmentally-appropriate for your students?
3. Are you sure the speaker does not use fear-based educational techniques?
4. Has the speaker been trained in speaking to high school classes? How much experience doing this do they have?
5. Is the philosophy of the speaker and/or organization they represent aligned with your curriculum?
6. Is the material appropriate for use with learners of all races, genders, sexual orientations, ethnic and cultural backgrounds, and physical abilities?
7. Are the instruction and materials used in the classroom free from the teaching or promotion of religious doctrine?
8. Is the material free from promoting bias?

(Adapted from the New Jersey Department of Education and California Department of Education.)

Student Worksheet: I Think, I Feel, I Wonder

Name: _____ Date: _____

INSTRUCTIONS: Please finish the following sentence stems based on what you just heard from the panelists about rape and sexual abuse. Please write a minimum of two sentences for each sentence stem, although you may write more if you wish.

WHEN IT COMES TO THE PANELISTS' STORIES, I THINK...

RIGHT NOW, I FEEL...

I WONDER...

Homework:

Online Resources to Deal with Rape and Sexual Assault

Name: _____ Date: _____

INSTRUCTIONS: Using a search engine, find two online resources for a teenager who has been raped or sexually abused and needs to figure out what to do or how to deal with what happened to them. **Please keep in mind that teens of any gender and sexual orientation can be raped or abused**, so please be sure to select websites that are welcoming of all people.

Website #1: _____

URL: _____

What did you find on their site that you felt would be useful to someone who had been raped or sexually abused?

Did they offer a hotline? YES / NO If so, what is the hotline #?

Is this a website you'd recommend to other people your age? Why or why not?

Website #2: _____

URL: _____

What did you find on their site that you felt would be useful to someone who had been raped or sexually abused?

Did they offer a hotline? YES / NO If so, what is the hotline #? _____

Is this a website you'd recommend to other people your age? Why or why not?

Sexual Orientation, Behavior and Identity: How I Feel, What I Do and Who I Am

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

ID.12.CC.2 – Distinguish between sexual orientation, sexual behavior, and sexual identity.

TARGET GRADE: Grade 9
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- LCD projector and screen
- PowerPoint: "Understanding Sexual Orientation"
- "Yellow Flag Language" flipchart sheet, prepared as described
- Worksheet: "Sexual Orientation: Myth and Fact" – one per student
- Teacher's Guide: "Sexual Orientation: Myth and Fact Answer Key" – one copy
- Teacher's Guide: "Yellow Flag Language" – one copy
- Homework: "Who Do I Know?" – one per student
- Masking tape
- At least one flipchart marker
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON :

- Prepare and post the flipchart sheet with the title "Yellow Flag Language" and a drawing of a yellow flag next to the word "language" on the right side of the front board so it isn't the main focus of the lesson. Fold the bottom up and tape it to the top so that students cannot see what is written on it when they come in.
- Review the list of "Yellow Flag Language" prior to the lesson

LEARNING OBJECTIVES:

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

1. Name at least three different sexual orientations. [Knowledge]
2. Describe the three components of sexual orientation (orientation, behavior, and identity) and how they are unique from and connected to each other. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Tell students that today's lesson is going to be about sexual orientation. Say, "There's a lot of discussion in the media right now about sexual orientation – some of which is true, some of which isn't. Today's class is going to look at some of the language around sexual orientation, and correct a lot of the misinformation that's out there."

Go to the flipchart sheet with "Yellow Flag Language" written on it and take down the bottom half to reveal what is written there. Ask the class, "When you see a yellow flag out in the world – like by a construction site – what does that tend to mean?" Probe for "caution." Say, "A lot of times people are taught certain language around sexual orientation that is outright offensive or wrong – and other times, there are words that are sometimes okay and sometimes not. So depending on who or where we are, we may need to exercise caution before

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using them.

As we go along, it's very possible that some of these words or phrases will come up. If I hear one – and if I use one, which I may do as I go through today's lesson – I'm going to walk over here and put that word or phrase up on the list. If you've used a word or phrase and you see me put it up, please know you've done nothing wrong – you've actually helped me teach!" (3 minutes)

STEP 2: Start the PowerPoint and with the first slide visible, ask, "Let's start with that term itself – what comes to mind when you hear 'sexual orientation'?" Possible answers you might hear include:

- Who you like
- Who you're attracted to
- Who you have sex with
- The first time you have sex
- Your sexual preference*

Write responses on the board. If any yellow flag language words (marked with an asterisk) are shared, walk over to the flipchart sheet and write them there using the flipchart marker. Tell the class you'll come back to these terms later.

Go to slide #2 and read the definition there. Say, "Two things should stand out to you about this definition – what do you think they are?" After eliciting a few responses, go to slide #3 and point out the two key points about the definition: that people can be attracted to more than one sex or gender, and that it's about who you love – so you can know what your sexual orientation is even if you've never had sex or been in a relationship before. Explain, too, that if you're in between relationships you don't stop being the orientation you are.

Ask, "What names do we have for various categories of sexual orientation? For example, if someone is attracted only to people of a different sex, what might that person call themselves?" (Probe for "heterosexual;" chances are, you will hear "straight*." Be sure to say, "Straight – or heterosexual" as you put "straight" up on the yellow flag language list). Ask for other ideas, which may include:

- Straight*
- Gay
- Lesbian
- Homosexual*
- Bi or Bisexual
- Queer*
- Pansexual
- Asexual

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Note to the Teacher: *The last three may not come up at all, and it's up to you as to whether you wish to go into them with your students. Some classes will need very basic information, while others may know a bit more or be a bit more knowledgeable and/or mature and thus be able to discuss the last two or three.*

Once the list is up, go to slide 4 and ask students what they think each means. Probe for:

- Heterosexual – someone who is only attracted to people of a different gender
- Lesbian or gay – someone who is only attracted to someone of their same gender
- Bisexual – someone who may be attracted to people of their own gender AND to people of a different gender. This is different from someone finding all people attractive. It just means that the other person's gender isn't the defining factor as to whether the bisexual person finds that person attractive or falls in love with them.

Note to the Teacher: *If you choose to describe "pansexual," or if a student has used that term, this would be the time to explain what it means – that bisexual technically means "two," and pansexual means "many." So people who are attracted to more than two genders – including transgender individuals – may use the term "pansexual" rather than "bisexual."*

- Queer* – students often struggle with this one. It can be used in a number of ways: someone may feel like the other categories are too restrictive and don't describe them accurately. Someone may wish to take back the negative meaning of the word and use it as a positive way of describing who they are.
- Asexual – If this term comes up, you would define it as someone who does not have feelings of sexual attraction. An asexual person can still fall in love with and be in relationships with other people, but these relationships do not include a sexual relationship.

Note to the Teacher: *Some students will add in "transgender," mostly because they have seen the acronym, "LGBT." Be sure to tell them that being transgender is not about sexual orientation or who we are attracted to, but it is about how we understand our gender. For example someone may be male, or female, or transgender – and still have a sexual orientation. (12 minutes)*

STEP 3: Go through slides 5 – 7 to explain the concepts of Orientation, Behavior, and Identity. Then continue to slides 8-15 to discuss the examples.

Note to the Teacher: *In the examples provided on the PowerPoint, students will be asked to describe how they think a student identifies based on the examples given. If you ask, "How does this person identify?", and a student says, "Confused!", it will be important to stop and talk about that so that all students feel safe and accepted. A helpful response might be, "Actually, that person isn't confused – someone who doesn't feel the same way might not because it's not them. But people feel the way they feel – it's not anyone else's right to label or judge others."*

Ask for reactions and questions from the students (there may be a lot!). Students may also

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*be very quiet, as this is a lot of information and it may confuse or overwhelm others.
(10 minutes)*

STEP 4: Say, “There’s a lot of talk in the media about people of all different sexual orientations. Some of it is true, and a lot of it is incorrect. Let’s do an activity now to take a look at some accurate information about sexual orientation and identity.”

Distribute the “Sexual Orientation: Myths and Facts” to each person. Tell them they have about 5 minutes in which to complete it individually.

After about 5 minutes, call time and ask them to pair up with someone sitting nearby to compare their answers. If there are questions where their answers don’t match, ask them to circle them to discuss in the larger group. (7 minutes)

STEP 5: Using the “Teacher’s Guide: Sexual Orientation Myths and Facts,” go through each question, asking different students to volunteer their answers. Have the class follow along and correct any they may have gotten incorrect. (13 minutes)

STEP 6: Say, “Before we finish up, I want to come back to this Yellow Flag Language list here on the board.” Go through each of the terms that are up there, supplementing as necessary from the “Teacher’s Guide: Yellow Flag Language.” Once you have gone through them all, ask if there are any other terms students have heard and if so, add them to the list and talk about why they should be used with caution.

***Note to the Teacher:** Students may use derogatory terms here, such as “faggot” or “dyke” or “homo.” If any of these are used, be sure to explain that they are red flag words, not yellow flag words, and should never be used because they are offensive.*

Distribute and explain the homework assignment, asking them to hand it in during the next class session. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The content provision of the lesson is designed to be an interactive lecture. As such, the contributions of the class and responses to probing questions will be used by the teacher to ensure they have achieved the learning objectives for the lesson.

HOMEWORK:

Worksheet: “Who Do I Know?”

Note: The Orientation, Behavior and Identity concept has been used by many sexuality educators over the years, and is not an original concept to this curriculum. Original author of framing orientation in that way is unknown.

Teacher's Guide: Yellow Flag Language

The following is a guide to some of the terms relating to sexual orientation that belong on the yellow flag list, and therefore should be used with caution. If some or none of these are used by the students in class, be sure to add them to the list yourself and explain them to the class.

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Homosexual	Gay or Lesbian	<p>"Homosexual" was used as a mental health diagnosis until the early 1980s when it was no longer seen as a mental disorder by the American Psychological Association.</p> <p>Today, "homosexual" is often shortened to "homo," which is used as an insult to people who are or are perceived to be gay (or to heterosexual people to mean they're stupid, like "that's so gay").</p> <p>Yet, it is also an accurate category of sexual orientation that some people still use. If someone identifies as "homosexual," someone else can't say "you can't use that term." It's their right to use whatever term feels right to them.</p>
Straight	Heterosexual	<p>The opposite of "straight" is "bent" or "crooked." This can imply that there is something wrong with someone who is not heterosexual.</p>
Sexual preference	Sexual orientation	<p>"Preference" is a term that's used only about non-heterosexual orientations. It is intended to minimize those who are anything other than heterosexual by implying their orientation is simply something they prefer, rather than who they are.</p> <p>This is a "yellow flag" term because bisexual and pansexual people may say, "I am attracted to people of all genders, but I tend to prefer being in relationships with _____." In that case, the use of the word "preference" is correct.</p>

Teacher's Guide: Yellow Flag Language

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Choice	It depends: OBI	<p>Implying that a person's orientation is a choice is offensive. Heterosexual people do not choose to be heterosexual, it's who they are. Similarly, lesbian, gay, bisexual and other people do not choose to be their orientation, they are who they are.</p> <p>People do not choose their orientation (their feelings of attraction). They DO, however, choose how, whether and with whom they act on their feelings (behavior). They also choose what to call themselves (identity). This is why "choice" is a cautionary word – depends on how it's used.</p>
Sexual Lifestyle or Gay Lifestyle	Sexual Orientation	<p>"Lifestyle" refers to the manner in which a person lives their life. There is no such thing as one heterosexual lifestyle. Heterosexual people live very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships, they marry, they divorce, they have children, they travel, etc.</p> <p>Lesbian, gay, bisexual and other people also lead very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships – they marry, they divorce, they have children, they travel, etc.</p> <p>"Lifestyle" or "gay lifestyle" is a term used to make heterosexual people feel afraid of and disgusted by non-heterosexual people by creating stereotypes about how they live. When someone is depicted as different and less than human, it is easier to discriminate against them. Therefore, sexual orientation is always preferred over these terms.</p>
Queer	Queer, if...	<p>Many people who belong to social or power minority groups will sometimes use offensive terms among themselves in order to defuse the negative power of and reclaim these words. Many lesbian, gay, bisexual and other people identify as "queer," and many do not. Some will call each other "fags" and "dykes," which we consider to be red flag words. This will be confusing to heterosexual people who don't understand why it is offensive when they do the same.</p> <p>As a general rule, it is best to use lesbian, gay, bisexual, and heterosexual. Don't use "queer" or any other term unless a person tells you that that is how they prefer to be identified.</p>

Sexual Orientation: MYTH OR FACT?

INSTRUCTIONS: Decide whether each of the statements is a myth or a fact, and circle the corresponding response.

1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.

MYTH

FACT

2. Most people know what their sexual orientation is by the time they are 13 years old.

MYTH

FACT

3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

4. If you try really hard, you can change your sexual orientation – regardless of whether you are heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

5. In a same-sex relationship, one person plays a “male” or “butch” role, and the other plays a “female” or “femme” role.

MYTH

FACT

6. The majority of people in the world with HIV or AIDS are gay men.

MYTH

FACT

7. With the 2015 US Supreme Court Decision on marriage equality, LGB people now have all the same rights as heterosexual people.

MYTH

FACT

Teacher's Guide

Sexual Orientation: MYTH OR FACT?

1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.

MYTH

The answer here is really, “not necessarily.” Sometimes, a person will act in a way that fulfills stereotypes about a heterosexual, lesbian or gay, or bisexual person. But people act, speak, and dress in all different ways, regardless of their sexual orientation. They have many different kinds of families, jobs, and interests. So while someone may guess correctly that a person is a particular orientation, they could guess the same about someone with similar characteristics and be completely wrong. When in doubt, ask – or, better yet, wait for them to share with you who they are. We all have a right to decide when we want to share personal information about ourselves with others.

2. Most people know what their sexual orientation is by the time they are 13 years old.

MYTH

It's really different for everyone. Some people know from a very young age. Many children who do not end up identifying as heterosexual say they had a sense of being “different” growing up, but they didn't necessarily have the language to articulate it. Others are sure they are one orientation, and then come to discover later that they are not. Still, others know very well what orientation they are, but act in ways that will enable them to conceal it. This is particularly risky when it comes to safer sexual behaviors; if someone, for example, were to get pregnant or get someone pregnant in order to hide that they aren't heterosexual.

3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.

MYTH

The vast majority of lesbian, gay, bisexual, heterosexual and other people were raised by heterosexual parents or caregivers. Similarly, there are lesbian, gay, bisexual, and other parents and caregivers who raise heterosexual children. A parent or caregiver does not determine a child's orientation by how they behave with their child, by their own orientation, or by the activities their children do at home or out in the world. (For example, playing with dolls does not “make” a boy gay – he may be and he may not be, but his orientation was already determined before he started playing with those dolls.)

4. If you try really hard, you can change your sexual orientation – regardless of whether you are heterosexual, lesbian or gay, or bisexual.

MYTH

Nope. You can change your BEHAVIORS, you can change your IDENTITY – but you can't

change your ORIENTATION, or how you feel. Feelings of attraction are discovered, not chosen. It isn't something a person can turn on and off like a light switch. We don't choose who we are attracted to. Now, sometimes we can discover new feelings of attraction – for example, always being attracted to one gender, and then finding someone or others of a different gender attractive later in life. That is different from sitting down and trying to change the way you feel – or from going to therapy or to church to try to influence your feelings. It doesn't work, and can end up doing real psychological and emotional harm.

5. In a same-sex relationship, one person plays a “male” or “butch” role, and the other plays a “female” or “femme” role.

MYTH

Like in question number one, this is also a “not necessarily” answer. Most societies are stuck in a binary gender perspective – meaning that there needs to be a man figure and a woman figure in a relationship for it to work. As a result, people will look to a stereotypically “masculine” person to fulfill the “male” role in a same-gender relationship, and a “feminine” person to fulfill the “female” role. Now, in some relationships, people do express characteristics that may be judged by some to be either “masculine” or “feminine” – but gender doesn't necessarily determine this. For example, in a different-gender relationship, a female partner may support the family financially while her male partner is a stay-at-home dad and raises the children. In a lesbian relationship, one partner may make more money and the other may stay home and raise children. It is circumstance that causes these decisions to be made, not the desire to “be like a man” or “be like a woman”.

6. The majority of people in the world with HIV or AIDS are gay men.

MYTH

Approximately 37 million people around the world are living with HIV or AIDS. Women and children make up about half of those cases, and men make up the rest. The vast majority of people living with HIV around the world are women who contracted HIV from a male partner. Keep in mind, however, many people have same-sex behaviors but don't identify as gay or lesbian.

7. With the 2015 US Supreme Court Decision on marriage equality, LGB people now have all the same rights as heterosexual people.

MYTH

The US Supreme Court decision granting the right for same-sex couples to marry throughout the US only applies to that. In many states, LGB people can still be discriminated against in the workplace, in housing and in medical settings. It was a huge decision relating to equal rights, but there is much work left to do to eliminate prejudice and stigma for LGB people.

Homework: Who Do I Know?

Name: _____ Date: _____

INSTRUCTIONS: Please complete the questions below, using people in your own life or people you've seen in the media, whose sexual orientations you know, and who represent more than one of the orientations we discussed in class, listed below. What have you learned from them about what it's like to be their sexual orientation?

1). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?

2). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?

3). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?

Understanding Sexual Orientation: How We Feel, What We Do and Who We Are

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

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.**”

- Can include more than one gender
- Includes love: can know one’s orientation without necessarily doing something sexual with another person

What Names Do We Have?

- **Heterosexual**
- **Queer**
- **Lesbian or Gay**
- **Others?**
- **Bisexual**

Sexual Orientation Has Three Parts To It

- **Orientation – Who we're attracted to**
- **Behavior – How we behave sexually**
- **Identity – What we call ourselves**

In Most Cases, These “Match”

- If I’m attracted only to people of a different sex (Orientation)
- Chances are I’ll only be sexual with people of a different sex (Behavior)
- Chances are I’ll call myself “heterosexual” (Identity)

But When They Don't Match...

- Identity “wins.”
- People have the right to call themselves whatever they wish – even if it may not make sense to others.

Example One

- **11th grade girl**
- **Has only been in relationships with other girls since the 8th grade**
- **Always identified as lesbian**
- **Just met and fell in love with a guy who she's really attracted to and now they're in a relationship. She says she doesn't find other guys attractive, but still finds girls really attractive.**

How Does She Identify?

It's a trick question!

You have to ask her.

Her orientation is MOSTLY girls, one guy.

Her current behavior is ONLY one guy.

Her identity: Whatever SHE decides it is.

She might call herself...

- **Lesbian** – since she's still mostly attracted to other girls and isn't attracted to other guys.
- **Bisexual** – since she's with this one guy and still attracted to other girls.
- **Queer** – since the labels might not fit for her.
- **Something else altogether.**

Example Two

- **9th grade guy.**
- **Has only ever been attracted to and made out with girls (he's never had any kind of sex).**
- **Just met and fell in love with another guy, and now they're in a relationship. They also date other people; both of them are only dating guys.**

How Does He Identify?

It's the same trick question!

You have to ask him.

His orientation is CURRENTLY guys, even though he has only been with girls in the past.

His current behavior is with one guy, as well as other guys.

His identity: Whatever HE decides it is.

He might call himself...

- **Gay** – since he is only dating guys.
- **Bisexual** – since he's been with girls and may still find them attractive, even though he's only dating guys.
- **Queer** – since the labels might not fit for him.
- **Something else altogether.**

Bottom Line?

- It is every person's **RIGHT** to identify however they wish.
- Others need to **RESPECT** who that person is, even if that person's identity doesn't make sense to them.

Bottom Line?

- No matter who you are attracted to or sexual with, you have a **RESPONSIBILITY** to both you and your partner to practice safer sex in order to stay healthy.

Understanding Gender

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

ID.12.CC.1 – Differentiate between biological sex, sexual orientation, and gender identity and expression.

TARGET GRADE: Grade 9
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Whiteboard and markers
- Enough envelopes with four photos in them, prepared as described above, for half the group to each have one
- Computer with access to PowerPoint
- LCD Projector and screen
- Worksheet: "Gender Scripts" – one copy for one third of your students
- PowerPoint titled "Gender Picture Examples"
- Homework: "I Am Jazz" – one per student
- Flipchart paper and markers
- Masking tape
- Extra pencils in case students do not have them

ADVANCE PREPARATION FOR LESSON:

- Go through magazines or search online to find photos of people who visually fulfill gender role stereotypes, those who do not and those whose gender may not be easily identifiable in a picture. Each picture should have only one person in it, they should not be couples or group shots.
- You will need to find enough pictures for each pair in your class to receive four in an envelope.

(Note to the Teacher: To save time or if it is challenging to find that many unique pictures, you can copy some so there is overlap. Please be sure the photos represent a range of ages, races, ethnicities, cultures, physical abilities and body types.)

- Print or cut out the pictures and place four different ones into a regular envelope to create enough individual envelopes for half your class, since the activity that will use these will be done in pairs.
- Visit the url referenced for the homework assignment (<https://www.youtube.com/watch?v=i5irnn0LMOY>) to confirm the link is still active, and in the event the video has moved, search Youtube for new a url for season 1 episode 1 of "I Am Jazz".

LEARNING OBJECTIVES:

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

1. Explain what gender and gender identity are, and how they are different from biological sex. [Knowledge]
2. Define "gender script" while providing several examples of these scripts. [Knowledge]
3. Identify at least three sources of gender scripts and messages they have received growing up. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum

Understanding Gender

A Lesson Plan from Rights, Respect, Responsibility: A K-12 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 gender. Let’s take a look at what that means before we do some activities about it.”

Write the word “gender” on the board. Ask, “What does gender mean?” In most cases, people will say, “it’s whether you’re a boy or a girl.” After a few responses, ask, “How does someone determine whether you’re a boy or girl?” There will likely be a range of responses, but most commonly they will get at “it’s how you’re born.” Ask, “When you’re born, how do they know what your gender is?” Probe for “by looking at the baby’s genitals.”

Explain that there’s a slight difference here – that when you look at the baby’s genitals and see either a penis or a vulva, all you’re seeing is their body parts. Based on what we see, we assign a name to describe that baby – we say, “it’s a boy” or “it’s a girl.” This is called a person’s biological sex (write the phrase “biological sex” up on the board to the left of the word gender).

Say, “Some people are born with external genitals that don’t match their internal organs. For example, someone who has a vulva but no uterus.

All of this has to do with biology – our body parts, our chromosomes and our hormones. This makes up our biological sex. If our body parts are different from our internal organs then we are intersex, sometimes called a DSD (Difference of Sexual Development). That’s a way of referring to someone whose sexual body parts developed differently from most people.”

Say, “Gender, however, is different – and far more complex. To make it clearer, let’s break it down a bit.”

Say, “If you were to look in the mirror and see your body, what you see in the mirror – what we just discussed – is part of your biological sex. If you were to close your eyes, how you see yourself based on those body parts is your gender identity. In most cases, how people feel when they close their eyes matches what they see in the mirror. This is called being ‘cisgender.’ You might commonly hear people refer to just being ‘male’ or ‘female,’ but the correct term is ‘cisgender.’

For some people, what they see in the mirror and how they feel on the inside are different. This is called being ‘transgender.’”

Say, “Regardless of our gender identity, we are getting lots of messages about what is or isn’t okay to say, do or wear based on who we are.” Write the word “gender script” on the board. Ask, “Has anyone here been in a play yet at school? What does a script tell us in a play or movie or tv show?” Probe for it tells us what we should say, how we should move and how we should react to others. Say, “So our gender scripts are how we’re told to behave based on the answer to that question when we’re born: Is it a boy or a girl?”

Divide the class into groups of three. Say, “I am going to give you all a sheet of paper and would like to ask you to think about the gender scripts you have gotten or have heard about people of a different gender from yours. For right now, we’re just going to talk about boys and girls.”

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Distribute the handout, “Gender Scripts” and tell students they will have about 10 minutes in which to complete it. (14 minutes)

STEP 2: After about 10 minutes, ask students to stop their work. Create two lists on the board and go around the room, asking individual students to share an example from their lists. Record their responses.

Once all the responses are on the board, ask the following questions:

- What do you notice about the two lists?
- How did you know that these were the gender scripts growing up?
- From where/whom have you been receiving these scripts?

Say, “So far, we’ve been talking about people who are assigned ‘male’ and ‘female’ at birth. In most cases, people who are assigned ‘male’ at birth have a penis and testicles, and how they feel on the inside matches those body parts. It makes sense to them. Same thing for people who are assigned ‘female’ at birth – they have a vulva and ovaries and a uterus, and how they feel on the inside matches those parts.

Sometimes, however, the body parts are different from how a person feels on the inside. That person may call themselves ‘transgender.’ How might someone who identifies as transgender react to these scripts?” (11 minutes)

STEP 3: Say, “To what extent do you think our culture as a whole has been scripted around gender? Let’s take a look at that now. To do so, we need to get into pairs.”

After students get into their pairs, say, “Each pair is going to get an envelope. Inside are four pictures. You are going to face each other. One person will start by taking out one of the pictures from the envelope without showing it to the other person. They will then describe the person in the picture and the other person needs to guess the gender of that person. Seems easy, right? But wait – there are a few rules!” (write key words on the board as you go through these):

- The guesser may not ask questions, they can only go by what’s shared by their partner.
- No gender pronouns. You may not use any pronouns other than “they” or “them” – so no “he” or “his” or “she” or “hers.”
- No gender words like “masculine” or “feminine”; “man” or “woman;” and so on. For example, you cannot say, “This person looks like a man but isn’t” or “This person looks really girly.” Just describe what’s in the picture. For example “This person has long hair.” “This person is a child. They are playing football.”
- You may not refer to whatever’s in the picture as a “girl” or “boy” thing – for example, you cannot say “This person is playing with a girl’s doll.”
- If you recognize the person in the picture, please do not just say, “Oh, it’s so-and-so” or describe what tv show or movie they’re in – it’s about what they look like physically.”

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Put up the PowerPoint slide with the sample photo. Say, “For example, if you had this person, you might say, ‘this person is smiling. They have dark hair that is styled up over their head. They are wearing lipstick and other makeup.’ Then allow the other person to guess.”

Press “D” to darken the screen so the second PowerPoint slide cannot be seen. Then describe the person in the picture, saying, “Let’s try another one – only this time you won’t see the picture, which is what it’ll be like in the activity. This person has dark hair, that’s sort of spiked up. They’re wearing eye makeup and a necklace and a leather jacket.” Once students have thrown out their guesses about the gender of the person in the picture, show the second slide.

Answer any questions and then distribute the envelopes, reminding students to take turns and not show their pictures to their partners. As they work, walk around the room to see how they are doing. (10 minutes)

STEP 4: After about five minutes, ask students to stop their work. Process by asking the following questions:

- What was it like to do that? What was [insert participant responses] about it?
- Did you find it easy to guess a person’s gender? What was the language that tipped you off?
- What made it difficult to guess the person’s gender?
- What was it like to be the person giving clues? What was easy or challenging about doing that?

Say, “In the photos, there were certain features that could apply to someone who is or who we perceive to be female, to someone who is or we perceive to be male or to someone whose gender identity we do not know or who does not identify as male or female. If these terms can apply to someone of any gender, why do you think we gender them in the first place? Why would we say, ‘she’s dressed like a guy’ vs. ‘she’s wearing pants?’”

Say, “What we call ourselves is called our ‘gender identity.’ And while you may assume that someone who looks a particular way on the outside identifies the same way on the inside, that may not necessarily be the case. Ask, “How many people feel they guessed the genders of the people in both of their photos correctly?” Explain that, unless the photo you had was of a famous person who’s made their gender known, you actually wouldn’t know for sure what that person’s gender is unless you asked them.

Say to students, “No one has the right to tell someone else how they are supposed to express their gender. Society will continue to give messages – whether that’s in the media or from family or culture or religious groups. But in the end, every person has the right to discover who they are and to let others know in ways that feel right to them.” (12 minutes)

STEP 5: Answer any questions students may have, then explain that for their homework they will be watching a few minutes of the tv show, “I Am Jazz” and responding to some questions about it. Distribute the homework sheets and close class. (3 minutes)

Understanding Gender

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The initial presentation by the teacher will achieve the first learning objective. The gender script brainstorm small group activity and large group discussion will achieve the second and third learning objectives. The homework will also achieve the second learning objective.

HOMEWORK:

Students will watch a brief excerpt from the tv show, "I Am Jazz" and respond to the questions on the homework sheet.

Student Worksheet: Gender Scripts

Name: _____ Date: _____

Instructions: From the time we are born, we are told how we are supposed to act, dress and speak based on the sex we are assigned at birth – just as if we had been given a script and asked to follow it throughout our lives. In the space below, please provide examples of some of the messages you or people close to you have received about how we are supposed to behave based on whether someone is assigned “male” or “female” at birth.

ASSIGNED FEMALE

ASSIGNED MALE

Homework: I am Jazz

Name: _____ Date: _____

Instructions: Please go to <https://www.youtube.com/watch?v=i5irnn0LMOY> and watch episode one of “I Am Jazz” until 10:11. Once you are done, please answer the questions below.

1. When mom and dad talked about knowing they were having a boy, dad talked about what he was looking forward to. What things was he excited to do with his child based on the sex he assumed Jazz was?

2. Jazz’s dad talked about not wanting to go out into the world when Jazz was wearing a dress. Why do you think he felt that way? Do you think he would have felt that way had his daughter wanted to leave wearing pants? Why or why not?

3. Why do you think Jazz was not allowed to go to school “dressed as a girl”? Do you agree with them for doing that or do you think she should have been allowed to? Why or why not?

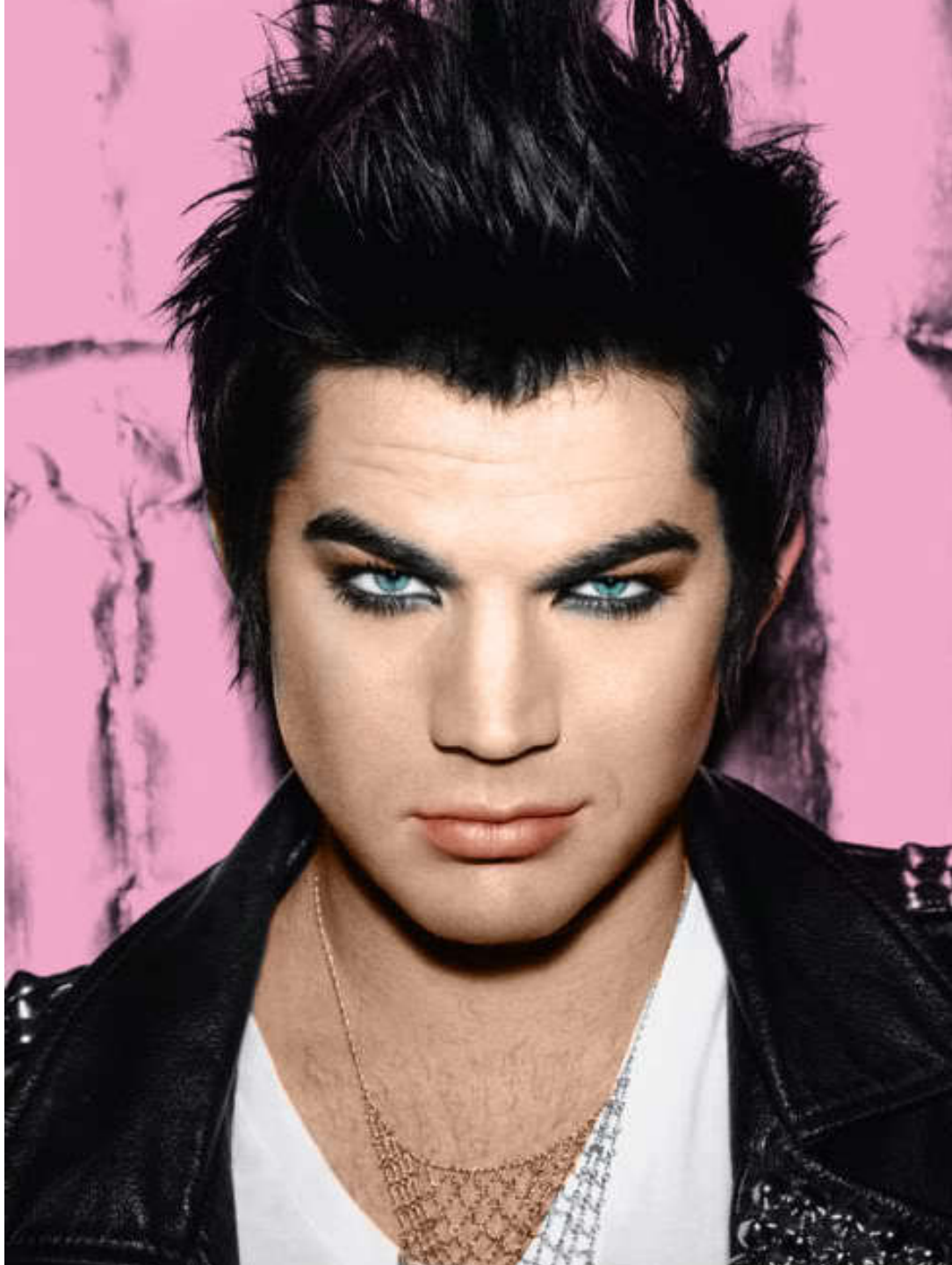
4. When talking to more than one person, you’ll notice they say “you guys.” This is used a lot in real life, too. Why do you think when we’re talking to a group, even if they don’t identify as boys or male, we say “you guys?” Would it ever work to say, “You girls?” Why?

Understanding Gender

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



Rights. Respect. Responsibility.



Rights. Respect. Responsibility.

Decisions Decisions

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.DM.1 – Apply a decision-making model to choices about contraception, including abstinence and condoms.

SH.12.DM.1 – Apply a decision-making model to choices about safer sex practices, including abstinence and condoms.

PD.12.DM.1 – Apply a decision-making model to various situations relating to sexual health.

TARGET GRADE: Grade 9
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- A donut – any kind
- A paper plate and napkin
- Donut Nutritional Information – one copy
- “Decisions, Decisions” – one per student, prepared as booklets as described
- Worksheet: “What’s Your Dogma?” – one per student
- Teacher’s Guide: “What’s Your Dogma?” – one copy
- Homework: “Teach Your Parents Well” – one per student
- White board and markers
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Print out enough copies of the “Decisions, Decisions” pages for all students to have one whole set. Cut each sheet in half, and put them together in order with “Decisions, Decisions” on the top. Staple them in one corner to create individual booklets, one per student.
- Become familiar with the decision-making model below so that you can present it easily in class.

LEARNING OBJECTIVES:

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

1. Describe the steps involved in one decision-making model. [Knowledge]
2. Apply the decision-making model to a scenario relating to pregnancy prevention and safer sex. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Say, “We make decisions every single day. What are some of the decisions you have made before you got to class today?” Possible answers may include:

- What to wear to school
- What to eat for breakfast
- Whether to take the bus/subway/walk to school
- Who to sit with at lunch
- Whether/how to respond to someone’s text

Say, “What we’re going to look at today is how we make decisions, focusing on making decisions that have to do with sexuality.”
(2 minutes)

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STEP 2: Make sure all the students have a pencil or other writing implement. Distribute the decision-making booklets to every student face down, asking them not to turn them over until you have said so. Explain that, when you say go, you're going to ask them to turn over their booklets. On each page of these booklets is a situation in which they need to decide whether to do something. Tell them that you are going to read each situation and they must immediately decide whether they'd do what is described or not and then circle "yes" or "no" to reflect their choice. Tell them that no one will see their answers except them, so they should be completely honest.

Ask whether there are any questions and then ask them to turn the booklet over, turn to page 1 and read what's there. After you've read the brief scenario, say, "Yes or no?" Immediately say, "Turn the page," and read the scenario on the second page. Continue in this rapid fire way until you've completed the entire packet. (6 minutes)

STEP 3: Ask the students, "What was it like to do that?" Probe for responses, which will vary, but may include:

- It was easy
- It was difficult
- It went too fast
- It was fun

Ask, "Did this reflect how you usually make decisions? Why or why not?" Talk about how it may depend on the situation; how it may depend on what other factors are going on at the time. Ask for an example of what else they'd need to know in one of the examples in order to make a decision. (8 minutes)

STEP 4: Say, "This is very typical of how we make decisions every day. I'm guessing most of you did not sit staring at the breakfast choices this morning for 20 minutes wondering, 'Cheerios? Toast? Hmm...' You thought for a moment about what you wanted, you listened to what your body was saying, and you made your decision. That works for moving us through the day. What it doesn't work for is making decisions about sex and sexuality. Let's talk about that now."

Ask whether anyone has ever heard the word "dogma" before. Say, "A dogma is a set of principles or values or beliefs we have. They may be informed by our families, our friends, our religious group if we have one, and just our own thoughts about what we do and don't believe. When it comes to sexuality, we are making decisions based on what we know and what we believe. So when you think of making sexuality-related decisions, think about your own DOGMA."

On the board, write "DOGMA" in a column going down one side of the board. Say, "In this lesson, 'dogma' both means your beliefs and it is how you can remember the steps to making an effective decision that reflects those beliefs."

Next to each of the letters write the corresponding word, and go through each as outlined:

D = Determine what the situation is

Explain that in the scenarios given in the booklet, the scenarios were quick and easy – they

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either knew for sure because of their beliefs, or made a choice based on what they wanted in the moment. Explain that after you have gone through the model, you are going to talk about how you determine what the real situation is that they need to make a decision about.

O = Brainstorm your Options

Say, “We always hear people say, ‘I didn’t have a choice’ or ‘what was I supposed to do?’ For example, in one of the situations in the booklet, people might say, ‘that donut was calling to me!’ Of course, they’re joking – donuts can’t talk... but when we say we didn’t have a choice, many times it’s a way of making an excuse for just doing what we want to do.

Let’s stick with the donut example, because obviously, I’m hungry today. Are there only two possible outcomes, either eat or don’t eat the donut? No. I could [write these on the board] eat the donut, not eat the donut, eat part of the donut, take the donut and leave money for the person whose donut it was, I could leave a note for the person that reads, ‘if no one wants this donut, can I have it?’ sign my name and not eat it until I’ve given enough time for people to say whether they want it themselves.”

G = Gather Information about and weigh the pros and cons of each option

Say, “Once I have thought of my options, I need to gather information that will help me make my decision. Sometimes, this information is in my brain and I just need to access it. Other times, I’ll need to ask someone else for their thoughts or what they know or have experienced – or I might need to go online.

For example, say I want to eat the donut, but I’m also trying to be healthy and watch what I eat. That doesn’t mean I might not still eat it, but I need to know a bit more about the donut so I can determine – is it worth it?”

Hold up the Donut Nutritional Information and explain the one you found that does less harm, and one you could have that was much higher in calories, fat, etc. Explain that while you could eat either – or both – the impact of each is different because of the amount of fat, sugar and calories in each.

Say, “Now that I’ve gotten some information, I need to look at what the advantages and disadvantages of each option are.

Let’s talk choice one: I don’t eat the donut at all. What are some of the advantages of that?”

Probe for “You’ll feel better about yourself,” “You won’t feel gross afterwards,” “You won’t have a sugar rush and then the crash afterwards” as advantages, and “You won’t have eaten what looks like a yummy donut” as one disadvantage.

Then ask, “Now, what about a different choice? What if I just eat some of donut? What are the advantages and disadvantages?”

Probe for, “You still get some of the donut, but not as many calories or fat or other bad stuff” as an advantage and “You don’t get the whole thing” or “You may make the person whose donut it is really mad by only taking a piece of it” as disadvantages.

Say, “These are all good things to keep in mind. Also tuck away in your mind that the number of advantages and disadvantages you identify tells you something. If I can come up

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with ten reasons not to eat the donut, and only one reason TO eat the donut, I need to really pay attention to that.”

M = Make a decision

Say, “So you’ve made a list of each options and weighed the pros and cons to each. Now you need to go ahead and decide what to do based on those things.”

A = Act on your decision

Say, ‘Now that I’ve made my decision I’m going to act on it. I pop that donut into my mouth and make all sorts of yummy noises as I eat it -- even as the person who owns the donut is yelling, ‘what are you doing?!’ Or, I walk away, feeling superior to everyone who I think was weak, knowing I made the right choice for my health.”

Summarize the steps of the model again. Then say, “So, we’ve gone from making a decision in a split second to going through a whole model that feels like it would take 15 minutes to do. But that’s not the case. By practicing this model, decisions start to come easier and easier – they’re just more thought-out.” (12 minutes)

STEP 5: Break the class into groups of 3. Hand out the worksheet, “What’s My DOGMA?” to each student, so that everyone can follow along, even if they complete only one for the triad. Ask them to put all three names on one of the sheets and designate a writer. Ask for a volunteer to read the scenario aloud to the class. Then ask students to decide which of the two characters they plan to represent and go through the worksheet and practice their DOGMA. Tell them they have about 10 minutes in which to do this. (12 minutes)

STEP 6: After about 10 minutes, stop the groups. Ask for one group to present their D and O, also asking for input from other groups. Record these on the board. Go to another group and ask them to share their G and M, again, asking for input from other groups to supplement.

Then go around the room and ask each group to share their final decision, or their A. If there is repetition, place check marks on the board next to any decisions that are repeated.

Once all the groups’ actions are recorded on the board, ask the students to reflect on what they notice about the decisions people reached. Each list will be different, but you may hear any or all of the following:

- Most of us picked the same answer
- There’s a lot of variety in what we said we’d do
- I started the activity thinking I’d do one thing, and ended up deciding something else

Ask, “Did you notice a difference when it was Kyle who they represented vs. Erika? Why do you think that was?”

Note to the Teacher: *If none of the students select Kyle, be sure to talk about whether and how they think it might have looked differently had someone selected that character instead.*

After students have shared their responses say, “The point is not to get to the same outcome, although some of you may have. The point is that, whatever decision you make, you want to think it through carefully before making it.”

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Take the donut from the plate, wrap it in the original bag or paper, and throw it in the garbage.

Then tell students about the homework and distribute the worksheet. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class description of the model will fulfill the first learning objective (the second in-class activity and homework will also reinforce the first learning objective). The homework assignment will achieve the second learning objective.

HOMEWORK:

“Teach Your Parents Well” worksheet, in which students need to walk through the decision-making model with one of their parents/caregivers and then help them make a decision they have to make.

Note: Decision-making booklet activity adapted from an activity created by Michelle Gerka, CAI Global.

Teacher's Guide: What's Your DOGMA?

Note: There will be all different responses from students. This provides a sample so you can help guide them on how to use the decision-making model effectively. It represents one possible choice, not necessarily the right choice.

Kyle and Erika have been together since the beginning of 8th grade. They've made out a lot and know how to make each other feel good, and haven't really had any complaints about that part of their relationship. It's almost the end of 9th grade, and they both feel ready to start having sex. Neither of them has ever had sex with anyone else before, although Erika performed oral sex on the guy she liked before Kyle (she didn't tell Kyle because she doesn't think that's really sex). Kyle and Erika don't want Erika to get pregnant, but they're not sure what their options are for protection. Neither of them will have sex without some kind of protection.

Character You're Representing (circle one):

Kyle

Erika

D – DETERMINE WHAT THE SITUATION IS

We both want to have sex, but we don't know what the most effective protection is.

O – BRAINSTORM YOUR OPTIONS

We can research birth control online and figure out what our options are.

We can go to a teen health clinic and find out more information there.

We can call/text a clinic hotline I saw advertised on Facebook to get more information.

We can ask a parent/trusted adult to get more information.

We can do nothing and just hope we're lucky and she doesn't get pregnant.

G – GATHER INFORMATION ABOUT AND WEIGH THE PROS AND CONS OF EACH OPTION

I want to talk with Erika about what birth control is available.

I want to figure out if we should get tested for STDs too?

I need to think about whether I am comfortable using condoms, since two methods work better together (I just read that on a website).

I need to find out from Erika what she would consider using.

(Note: A couple of options)

1) Get birth control from teen health center

PROS

Prevent pregnancy

If condoms, could prevent STDs

Will help us relax knowing we're protected

CONS

Might be embarrassing to go to clinic/drugstore

Might cost a lot of money depending on method

No method works 100% by itself so we should use two methods together (dual use)

Teacher's Guide: What's Your DOGMA?

2) Don't get birth control and hope Erika doesn't get pregnant

PROS

We don't have to do anything

It doesn't cost money

risk

CONS

Big risk for pregnancy

Erika getting pregnant would be a disaster

If there's a risk of pregnancy, there may be a
of STDs

M – MAKE A DECISION

Based on all of this, you decide that you think it would be best to use two methods, a condom and the pill.

A – ACT ON YOUR DECISION

I'm going to go out and get some condoms and talk with her about how she feels about getting on the pill. I'll offer to go with her to the clinic, too.

Student Worksheet: What's Your DOGMA?

Name: _____ Date: _____

Name: _____ Name: _____

INSTRUCTIONS: Read the following scenario. Decide whether you want to represent Kyle or Erika, then walk through the DOGMA decision-making model and make your choice!

Kyle and Erika have been together since the beginning of 8th grade. They've made out a lot and know how to make each other feel good, and haven't really had any complaints about that part of their relationship. It's almost the end of 9th grade, and they both feel ready to start having sex. Neither of them has ever had sex with anyone else before, although Erika performed oral sex on the guy she liked before Kyle (she didn't tell Kyle because she doesn't think that's really sex). Kyle and Erika don't want Erika to get pregnant, but they're not sure what their options are for protection. Neither of them will have sex without some kind of protection.

Character You're Representing (circle one): Kyle Erika

D Determine what the Situation is

O Brainstorm your Options

G Gather Information about and weigh the of Pros and Cons of Those Options

M Make A Decision

A Act on Your Decision

DECISIONS, DECISIONS

You're about to leave for school. Your parent/caregiver has left their wallet out on a table and you know you could use an extra \$5 to have at school today.

They probably won't miss it and you're late already –
do you take it without asking?

Yes

No

You have the same class as another friend, and both sections have a quiz that day. Your friend grabbed an extra copy of the quiz when they were being handed out and offers it to you before class. Do you accept?

Yes

No

You really like your best friend's boyfriend or girlfriend. Like REALLY like them. You'd never say anything to them out of respect to your best friend – but one day, the boyfriend or girlfriend comes up to you and says, "I think I like you instead." Do you tell your best friend?

Yes

No

Your boyfriend or girlfriend is in the bathroom and left their phone out. You hear that they got a text – do you look to see who it's from?

Yes

No

You're walking down the street behind someone, and as they're walking you notice they drop something. Once you catch up, you see it's a Visa gift card. Do you keep the card?

Yes

No

You are really trying to be healthy and have cut out almost all sugar from your life. This has been very difficult, as you are a total sugar fiend! You walk into class early and the room's empty, except for a coffee urn in the back left over from a teachers' meeting... and a plate of donuts. No one will see you – do you take one?

Yes

No

Donut Nutritional Information

Donuts	Serving Size	Calories	Calories from Fat	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)	Total Carb (g)	Dietary Fiber (g)	Sugar (g)	Protein (g)	% Daily Value			
													Vitamin A	Vitamin C	Calcium	Iron
Glazed Chocolate Stick	1 Stick	410	230	25	11	0	0	540	42	2	20	4	0	0	2	10
Glazed Donut	1 Donut	260	130	14	6	0	0	330	31	1	12	3	2	0	0	6
Glazed Dulce de Leche Donut	1 Donut	330	140	16	7	0	0	350	41	1	19	4	2	0	4	6
Glazed Guava Donut	1 Donut	280	130	14	6	0	0	340	36	1	15	3	2	20	0	6
Glazed Jelly Donut	1 Donut	310	130	14	6	0	0	340	43	1	14	3	2	0	0	6
Glazed Jelly Stick	1 Stick	480	220	25	11	0	30	380	59	1	37	4	0	0	2	8
Glazed Lemon Donut	1 Donut	300	130	15	7	0	0	350	39	1	17	3	2	0	0	6
Glazed Old Fashioned Donut	1 Donut	340	170	19	8	0	25	320	39	1	19	4	4	0	2	8
Glazed Stick	1 Stick	410	220	25	11	0	30	370	43	1	21	4	0	0	2	8
Glazed Strawberry Donut	1 Donut	320	130	14	6	0	0	350	45	1	21	3	2	2	2	6
Glazed Vanilla Creme Donut	1 Donut	370	180	19	8	0	0	360	44	1	25	3	2	0	0	6
Great White Donut	1 Donut	330	180	20	8	0	0	350	35	1	17	3	2	0	0	6
Guava Burst Donut	1 Donut	260	130	15	7	0	0	340	29	1	9	3	2	20	0	6
Guayaba Burst Donut	1 Donut	300	140	15	7	0	0	330	38	1	15	4	2	0	0	6
Jelly Donut	1 Donut	270	130	14	6	0	0	330	32	1	15	3	2	0	0	6
Jelly Stick	1 Stick	440	220	25	11	0	30	380	50	1	29	4	0	0	2	8
Lemon Donut	1 Donut	260	130	15	7	0	0	350	29	1	10	3	2	0	0	6
Lemon Stick	1 Stick	430	230	26	12	0	30	400	44	1	21	4	0	0	2	8
Maple Creme Donut	1 Donut	330	170	19	8	0	0	350	36	1	17	3	2	0	0	6
Maple Creme Drizzle Donut	1 Donut	370	170	19	8	0	0	360	47	1	28	3	2	0	0	6
Maple Crumb Cake Donut	1 Donut	380	180	20	9	0	25	330	45	1	25	4	4	0	2	8
Maple Frosted Coffee Roll	1 Coffee Roll	410	170	19	8	0	0	410	54	3	20	7	0	0	4	10
Maple Frosted Donut	1 Donut	270	140	15	7	0	0	340	32	1	14	3	2	0	0	6
Maple Frosted Sprinkles Donut	1 Donut	290	140	16	7	0	0	340	34	1	15	3	2	0	0	6
Maple Vanilla Creme Donut	1 Donut	360	180	20	8	0	0	360	43	1	24	3	2	0	0	6
Marble Frosted Donut	1 Donut	270	140	15	7	0	0	340	32	1	13	3	2	0	0	8
OREO Cheesecake Square Donut	1 Donut	370	160	18	8	0	10	400	46	1	22	5	2	0	2	10
OREO Chocolate Cheesecake Square Donut	1 Donut	380	170	19	8	0	10	400	48	2	24	5	2	0	2	10
Old Fashioned Cake Donut	1 Donut	320	200	22	10	0	25	300	33	1	9	3	4	0	10	6
PEEPS Donut	1 Donut	310	140	15	7	0	0	350	39	1	20	4	2	0	0	8
Peanut Butter Creme Donut	1 Donut	320	170	19	8	0	0	350	36	1	18	3	2	0	0	6
Peanut Butter Creme and Jelly Donut	1 Donut	360	170	19	8	0	0	360	44	1	26	3	2	0	0	6
Peanut Donut	1 Donut	450	230	26	10	0	25	330	48	2	25	7	4	0	4	10
Philly Creme Donut	1 Donut	360	170	19	8	0	0	370	43	1	22	4	2	0	0	8
Pittsburgh Donut	1 Donut	430	210	24	10	0	0	390	50	1	31	3	2	0	0	8
Plain Stick	1 Stick	370	220	25	11	0	30	370	31	1	10	4	0	0	2	8
Play Ball Donut	1 Donut	340	130	15	7	0	0	360	48	1	20	3	2	0	0	6
Powdered Donut	1 Donut	320	170	19	9	0	25	320	33	1	14	4	4	0	2	8
Powdered Munchkin	1 Munchkin	60	30	3.5	1.5	0	5	50	7	0	3	1	0	0	0	2
Powdered Stick	1 Stick	390	230	25	12	0	30	370	37	1	15	4	0	0	2	8

Homework: Teach Your Parents/Caregivers Well

Name: _____ Date: _____

INSTRUCTIONS: Please walk through the decision-making model we learned in class today with a parent or caregiver. Then ask them whether they have a decision they need to make, and walk through the model together to see whether it will help them reach their decision.

Parent/Caregiver Name: _____

D – Determine the situation

O – Brainstorm Your Options

G – Gather More Information about and Weigh the Pros and Cons about those Options

M – Make a Decision

A – Act On Your Decision

Sexual Decision Making

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

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

[This lesson is adapted and reprinted with permission from Our Whole Lives: Grades 7-9, second edition, Unitarian Universalist Association, 2014. Original OWL 7-9 author is Pamela M. Wilson and the author of this lesson is Al Vernacchio.]

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.CC.2 – Describe a range of ways to express affection within healthy relationships.

HR.12.IC.2 – Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

HR.12.SM.1 – Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

PR.12.INF.1 – Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

TARGET GRADE: Grade 9
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Handout “Sexual Readiness” – one per student
- One copy of each of the role-play scenarios 1-5
- Pencils in case students do not have their own
- Markers for whiteboard or chalk for chalkboard

LEARNING OBJECTIVES:

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

1. Identify various reasons why teens choose to engage or not engage in sexual behaviors. [Knowledge]
2. Identify at least three questions whose answers can help determine if they are ready to engage in sexual behavior with a partner. [Knowledge]
3. Articulate a message about sexual boundaries with a partner during a role-play activity. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Introduce the lesson by asking, “Has anyone ever struggled to make a really tough decision?” After a few students have raised their hand go on to ask, “Has anyone ever made a really tough decision and even after you made the decision you weren’t 100% sure it was the right one?” Go on to explain that, “Making decisions can be difficult and making decisions about sex can be even more difficult since everyone has different values and beliefs about this topic. That is what we’re going to talk about today.” (2 minutes)

STEP 2: Ask students, “When do you think someone is ready to have sex - either oral, vaginal or anal – with their partner?” Take a few responses and ask, “What would have to be in place with their relationship?” Take a few responses and lastly ask, “What kinds of questions should young people ask themselves before taking that step?” Take a few responses and then distribute the handout “Sexual Readiness” to each student. Ask for a few volunteers to read some of the questions in the handout aloud. Then ask students to turn around and talk with someone they are seated near about their reactions to the handout. Give the students five minutes to discuss and when time is up, process the activity by asking the following questions:

Sexual Decision Making

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- What was it like to do that? What was [easy, surprising, interesting—fill in answers] about it?
- Which questions do you think are most important to talk about with a partner? Which are least?
- Which questions surprised you?
- Any questions you think are missing?
- How do you think it would be for a couple to talk through all these questions? (10 minutes)

STEP 3: Explain that next students will do some role-playing to practice making healthy decisions about sexual behavior. Remind students that in general healthy relationships are:

- Consensual and non-exploitative
- Concerned about consequences such as STDs and pregnancy
- Respectful and caring

Then explain, “The class will be divided into five teams. Each team will get a role-play involving a couple that is making a decision about sex. Each group should read and discuss their scenario and decide who will role-play the scenario. The other members will be coaches. The goal is to have the role-play worked out so the couple reaches a decision quickly. Groups will have five minutes to prepare your role-play and then you’ll act it out for the class.”

Divide the class into five groups and give each group a different scenario. Circulate among the groups while they are working offering support as needed. After five minutes, gather students’ attention and explain how the role-plays will be presented by saying, “Each team will present their role-play in order. Just at the point at which the couple have made their decision, I’ll say ‘freeze-frame’ and the role-play will stop. Then the class will answer the following questions based on the role-play they just saw. ”

Note to the Teacher: *It can help to have these questions written on the board to refer to after each role play.*

- 1) What are the possible consequences for this couple if they follow through with their decision?
- 2) Do you think they made a healthy decision? Why or why not?

After the class answers these two questions, the next group will present their role-play and follow the same process. Follow the process described for role-plays of scenarios 1-5. (23 minutes)

STEP 4: Process the entire activity by asking:

- Actors, how did it feel to play these roles?
- How realistic were the consequences the class predicted?
- If you could go back and make another decision again, what would you do differently? (10 minutes)

Sexual Decision Making

*A Lesson Plan from Rights, Respect,
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STEP 5: In closing, remind the class of the following take-home points, “It’s important for each of you to figure out where you stand about decisions regarding sex so you can not only be clear for yourself but also find ways to be clear with any future partners.” Thank class for their hard work and close lesson. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The initial discussion meets the first learning objective while the role-play fulfills the second learning objective.

HOMEWORK:

None.

Handout: Sexual Readiness

Here are some questions to answer before making a decision to have sex (oral, anal or vaginal) with a partner:

1. How do I feel about sex? When do I think it would be right for me? Under what conditions and with what kind of person?
2. How does the other person feel? How do their feelings fit in with my own?
3. Is there any chance that I'm pressuring or exploiting the other person? Could they be pressuring or exploiting me?
4. What do I expect sex to be like? What if it's bad and I don't enjoy it? How would I feel about myself or my partner?
5. How would my partner and I feel if others found out about our sexual relationship, specifically those very close to me?
6. Do I trust my partner? Completely?
7. Am I comfortable being vulnerable in front of my partner, for example being naked with them?
8. What if this turns into a strictly sexual relationship and that's all we ever do? How would I feel then?
9. What extra pressures might I (or we) feel once we have sex?
10. How will I feel if we break up?
11. What will I do to prevent STDs?
12. What would I do if I got an STD?
13. If my partner is another gender and we have vaginal sex, what will I do to prevent pregnancy?
14. What would I do if a pregnancy resulted from having vaginal sex? How would my partner and I feel?
15. How would my family feel if they found out about my sexual relationship? How would I feel about their knowing?

If you cannot answer all of these questions with confidence, you aren't ready for sex yet. You're the only one who can make the decision, make it wisely.

Freeze Frame Role-Play Scenario 1

Hannah and Jonathan

Hannah and Jonathan have been together for about six months. They have a good relationship but only get to see each other about once a month, because Jonathan just moved to a town about an hour away from Hannah. Since his move, Hannah has begun to hint that she's ready to have sex. Plan a role-play in which Jonathan talks with Hannah about having sex and they make a decision.

Hannah: You like Jonathan a lot and you're glad that he doesn't pressure you about sex. Still, you've decided to go ahead and have sex with him because it might make the relationship stronger, now that he's moved away.

Jonathan: You're crazy about Hannah but don't think things will work out now that you live in two different places. You want to be honest with Hannah and don't want to mislead or hurt her. Recently, Hannah has hinted that she's ready to have sex, but you're wondering if she's just trying to hold onto the relationship. Talk with Hannah about what you're sensing.

Freeze Frame Role-Play Scenario 2

Morgan and Terence

Morgan and Terence met several months ago at a party. Morgan identifies as queer and is very active in the LGBTQ group at his school. Terence isn't sure whether he's straight or bisexual and has only dated girls. But both Morgan and Terence know they are attracted to each other. Plan a role-play in which Morgan talks to Terence about what's going on and they make a decision about whether to have sex.

Morgan: You and Terence live in the same apartment building and are in the same homeroom. Terence has dated girls and seems straight, but he also seems attracted to you. Last week, you bumped into him in the laundry room in your building and after a lot of "accidental touches" you ended up kissing. But then he stopped and left. Now he just sent a text asking if you'd meet him in the laundry room. You decide to go because you want to have an honest conversation. You don't want to begin anything with someone who is so confused.

Terence: You date girls you like, but haven't done much sexually with them; you've kissed a couple of them, but didn't find it very exciting. Now you feel very attracted to Morgan. When you kissed him last week, it felt wonderful, but also confusing. You just can't stop thinking about Morgan and imagining his touch. You think you want to have sex with him, but you don't want your family or friends to find out, because they would disapprove.

Freeze Frame Role-Play Scenario 3

Graham and Marina

Marina and Graham have been going out for four months. Marina's family immigrated from Russia five years ago. Marina speaks English well, thinks of herself as American, and argues constantly with her parents about many of their beliefs, which she finds old-fashioned. Graham and Marina are crazy about each other. Plan a role-play in which Graham talks with Marina about having sex and they make a decision.

Graham: You feel lucky to have Marina as your girlfriend. She is beautiful and so nice to you. You like the fact that you come from different cultural backgrounds. You love touching Marina and want to have vaginal sex with her. You want to do it right, though. You want to go with her to get birth control and you plan to use a condom too.

Marina: You've in heaven because Graham is such a nice, caring and sensitive guy. He's the first American you've ever dated, but your parents don't like him. They don't want you dating at all. When you and Graham kiss and touch each other, it feels great. You want to have sex, but you've always told yourself and your parents that you would wait until you were married to have sex.

Freeze Frame Role-Play Scenario 4

Andie and Diana

Andie and Diana are two girls who just met last weekend at a party. They had fun together, and now they've hooked up again this weekend. They're alone in Andie's basement. Plan a role-play in which Diana asks Andie about having sex and they make a decision.

Diana: You think Andie is a lot of fun and really cute. You're not interested in a relationship. You know that you're both really turned on. You decided some time ago that you weren't ready for oral sex, so you know that's off-limits for you. But you can think of a lot of other wonderful things that you and Andie can do to express your feelings for each other. Talk it over with Andie.

Andie: You think Diana is great and feel that this could be the relationship you've always wanted. You've never felt like this before and don't want to do anything to turn Diana off. You feel open to all kinds of things with Diana, including commitment and sex. You plan to use protection if you and Diana decide to have sex.

Freeze Frame Role-Play Scenario 5

Sydney and Zee

Sydney is a trans girl who has a big crush on Zee. Both are free thinkers who don't like labels. Sydney and Zee have been hanging out together for a few weeks and enjoy a lot of the same things. It's clear that they're attracted to each other, but they've never kissed or touched. Plan a role-play in which Sydney talks with Zee about having sex and they make a decision.

Sydney: You were assigned male at birth but have never identified as a boy or a man. You are a girl, but not a "girly" girl. You really like the fact that Zee is kind of androgynous, but you aren't sure how to get things started. You decide that the two of you should talk about your feelings.

Zee: Biologically you were assigned female at birth but you hate all of the boxes that society puts people in and identify as genderqueer. You work hard to have a gender-nonconforming appearance and style. You enjoy gender-bending and you feel like with Sydney you have finally met someone who really "gets you".

Planning and Protection: Avoiding or Managing STDs

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

SH.12.GS.1 – Develop a plan to eliminate or reduce risk for STDs, including HIV.

SH.12.AI.1 – Explain how to access local STD and HIV testing and treatment services.

TARGET GRADE: Grade 9
Lesson 8

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Lined 3 x 5 index cards, enough for each participant, prepared as described
- Pens or pencils, in case students do not have their own
- Homework: "Investigative Reporting" – one per student

ADVANCE PREPARATION FOR LESSON:

- Turn the index cards to the non-lined side. In the bottom right-hand corner, write lightly and in pencil, an "S" on three cards, and at least 4 of each of the following: a "U", "A", "C" and "P." Leave the remaining cards blank.

LEARNING OBJECTIVES:

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

1. Name the only 100% effective way of avoiding an STD.
[Knowledge]
2. Explain why having oral, anal or vaginal sex with an infected partner puts a person or couple at risk for STDs.
[Knowledge]
3. Name one health clinic or center in their area that provides STD testing and treatment for teens. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Ask the students to take out a pen or pencil, which they will need throughout the class session. As they are doing that, distribute one of the index cards you prepared in advance of the class to each student without telling them there is anything written on them.

Once they all have a card and writing implement, ask them to stand up and walk around the room, just milling around, talking and saying "hi" to each other. (To appeal to your musical learners, you may wish to have music playing softly in the background as they do this part of the activity). After about 10 seconds, ask them to stop where they are and pair up with the person standing closest to them.

***Note to the Teacher:** If there is an odd number of students, the leftover person can join a pair as a group of three; you do not, however, want there to be groups of three throughout the room, so be*

Planning and Protection: Avoiding or Managing STDs

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

sure to wait until everyone has paired up before assigning the one leftover student to a pair.

Say, "I am going to give you a topic to discuss with this other person. You will have two minutes, and you need to keep the discussion going for that time." Write on the board, "Top three favorite movies." Say, "I'd like you to talk with each other about three of your favorite movies – and why they're your favorites. It doesn't matter who starts first; I'll tell you when two minutes have elapsed. Go!"

After two minutes, ask them to stop their conversations. Say, "Please hand your index card with the lined side up to your partner, and take their index card from them. Write your name on the card, and then give it back to your partner. So you should now be holding your index card that has the other person's name on it."

Ask them to thank their partner for their conversation and then start milling around the room again, greeting each other, smiling, whatever they wish – and then ask them to stop again and partner up with whomever is closest.

Say, "I'm going to ask you to have another brief conversation with this person – but on a different topic." Write "Travel anywhere" on the board and say, "If money were no option, and you could travel anywhere in the world, where would it be and why? Remember, you have about 2 minutes so you can choose more than one place if you wish. Ok, go!"

After 2 minutes, ask them to stop their conversations, and sign their partner's card. Be sure that once they have signed their partner's card they get their original card back but now with the names of the last two students with whom they had conversations.

Ask them to thank their partner for their conversation and then start milling around the room one last time, greeting each other, smiling, giving high fives, whatever they wish – and then ask them to stop again and partner up with whomever is closest.

Say, "I'm going to ask you to have one more brief conversation with this person – but on a different topic." Write "Super powers" on the board and say, "If you could have any three super powers, what would they be, and why? Remember, you have about 2 minutes. Ok, go!"

After 2 minutes, ask them to stop their conversations, and sign their partner's card. Be sure that once they have signed their partner's card they get their original card back – they should now have an index card with the names of all three students with whom they had conversations.

Ask them to take their seats. (7 minutes)

STEP 2: Explain to the students that, for the purposes of this activity ONLY, the conversations they just had weren't conversations – but sexual encounters. Tell everyone to turn their card over to the unlined side.

Say, "In one of the corners, you should see a lightly written letter. If you have an 'S' on your card, can you please stand up?"

Note to the Teacher: *It can help to intentionally select the students who will receive the 'S' card to ensure they won't be easily embarrassed or mistakenly believe they were singled out due to their sexual orientation or gender identity.*

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Three students should stand up. Explain that for the purposes of this activity ONLY, this person has a sexually transmitted disease – even though they look and feel fine, they had no idea they had an STD.

Note to the Teacher: *There will very likely be some class reaction as you announce that these represented sexual encounters, as well as when you announce who represents the STDs. This is a good thing! It brings energy to the room and keeps students engaged. Be mindful, however, that we do not know the STD status of our students, and you want to be sure people don't throw out insults – such as, "Figures it'd be you, [student name]" or anything else. This is why it is important to emphasize again and again throughout the activity, "for the purposes of this activity only." Be sure to refer back to your groundrules as necessary to make sure students are respectful of each other.*

Ask the rest of the students to look at their own cards to see whether they have the signatures of any of the people standing on their card – and if they do, to please stand. Then ask whether the people who are standing have any of the following letters on their card. If so, explain what they should do next:

- Say, "Of those who are standing, if you have an 'A' on your card, you may sit down. An 'A' means you chose to remain abstinent – you did no-risk sexual things together or didn't do anything sexual together after all."
- Say, "If you have a 'C' on your card, you may also sit down. A 'C' means you used condoms or other latex barriers, so you were at very low risk for an STD, or pregnancy if you were with a partner of a different sex."
- Say, "If you have a 'P' on your card, it means that if one person in the relationship can get pregnant or has another reason to take the pill, they're on the pill – but that's the only method you used. So, great job protecting yourself and your partner against pregnancy if that was a risk, but the pill offers NO protection against STDs – so you have to remain standing."
- Say "If you have a 'U' on your card, it means you did not use any condoms or other latex barriers during your sexual encounter – meaning the sex was 'unprotected' – so you have to remain standing."
- Say, "If you have a blank index card, it means you were using alcohol or drugs during the encounter and can't remember what happened, including whether you used any kind of latex barrier – so you need to remain standing."

Ask the class to look at any of the people who are now standing, and whether they have any of their signatures on the card. If any students who are sitting have the signatures of those students on their cards, ask them to please up. Repeat the same process of elimination as above, reminding them what each initial stands for. Do this entire process a third time to represent all three conversations or sexual encounters. (14 minutes)

STEP 3: Ask the students to look around the room and to tell you how many people are currently standing up. Once they tell you the number, ask, "How many were standing the very first time – how many had an S on their cards?" Probe for 3, and say, "So three people originally had an STD, and then by the end of the activity, [fill in the number of students standing] had some kind of unprotected sex with that person."

Planning and Protection: Avoiding or Managing STDs

*A Lesson Plan from Rights, Respect,
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Ask everyone to take their seats. Process, by asking the following questions:

- What was it like to do that activity? What was [easy, fun, hard, interesting – fill in their responses] about it?
- What did you notice about who got to sit down, and who had to remain standing? (Probe for the fact that only students who had an “A” on their card for abstinence or used latex barriers could sit down). Ask them why they think that was. (Probe for the fact that only abstinence offers 100% effective protection against STDs, but that condoms and other latex barriers offer extremely effective protection if they’re used correctly with every single sexual encounter).
- What does the number of people who were standing at the end of the activity tell you? (Probe for
 - How it’s best to not have unprotected sex with multiple partners to reduce the chances of STDs spreading
 - How, if you’re going to have any kind of sex, it’s important to use condoms or other barriers correctly and every time
 - How important it is to talk with a person about their sexual history to figure out what your own risk for STDs is
 - How if a person were to find out they had had some kind of sex with someone who has an STD they would need to get tested and to tell anyone else they may have been in a sexual relationship with that they need to get tested, too.)

As people participate in the activity processing, write the five themes that should come up during the discussion on the board; if any of them do not, add them in at the end, saying, “I also saw from this activity that...”:

- Abstinence is the safest choice
- Condoms (and other latex barriers) are a must for reducing STD risk
- Talking with your partner is key
- Contraceptive methods like the pill are great for pregnancy prevention, but don’t protect against STDs
- If you are having sex, it is a good idea to get tested and to ask your partner(s) to get tested, too. Some couples will go to get tested together, which reinforces the care they have for each other.

Remind the students that someone needs to have an STD in order to transmit it to someone else, sexual behaviors don’t in and of themselves create STDs. Also remind them that this was only an activity, and that nothing about what you just did implies that the students who were standing up during the activity have an infection or actually had sexual encounters with each other! (9 minutes)

STEP 4: Divide the class into five groups. Once they are in their groups, say, “It’s great to recognize that these five points are important – but it’s another thing altogether to remember them or put them into practice. When businesses want us to change our behaviors or buy certain things or act in certain ways, they buy time on tv or on websites and create commercials. That’s what you’re going to do now.”

Assign each group one of the five categories. Tell them they will have 10 minutes to work together to create a commercial for that statement or something that has to do with that statement, which they will then act out for the class. Remind them that commercials tend to

Planning and Protection: Avoiding or Managing STDs

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

be no longer than 30 – 45 seconds. As groups work, walk around the room to help them get started or point them in the right direction. You will also want to listen for any joking around or inappropriate language and help refocus the students on the activity.
(12 minutes)

STEP 5: After about 10 minutes, ask the groups to stop. Have each group present its commercial, asking for feedback from the class after each: What did you take away from this commercial? What was missing? What would be some other helpful take-away points?
(8 minutes)

STEP 6: Acknowledge the work of the class. Say, “STDs are a very real part of our world today. And considering 1 in 4 teens will end up with an STD once they start having some kind of sex, teens – and people of all ages – have a responsibility to know how to practice ways to reduce their chances of getting an STD.”

Explain and distribute the homework and close the class session. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Learning objectives one and two will be achieved by the STD index card activity in class. The homework assignment will fulfill the third learning objective.

HOMEWORK:

Worksheet: “Investigative Reporting” – students will go around for the next week interviewing people about what they know and think about safer sex, as well as finding information about where someone in their community can go for STD testing and treatment.

Note: Versions of the STD index card activity has been used in a variety of formats and resources for many years. The original author is unknown.

Homework: Investigative Reporting!

Name: _____ Date: _____

INSTRUCTIONS: You are a reporter working on a story about STD prevention. You need to go online and talk directly with some people to get the information required below by your editor. Be sure to protect the confidentiality of your sources – this tends to encourage them to be more honest! (Be sure not to give them the answers – you’re trying to see what people know without you saying anything). Not sure what it’s like to be a roving reporter? Check out these teens from Sexetc.org as they interview students about this same topic!

<https://www.youtube.com/watch?v=zP3y6yTbcio>

What do high schoolers know about STD prevention? Find five students and ask them to answer the following two questions:

Question 1: Do you think people our age are at risk for STDs? Why or why not?

PERSON'S GRADE	PERSON'S INITIALS	ANSWER
1.		
2.		
3.		
4.		
5.		

Homework: Investigative Reporting!

Question 2: What is the BEST way to avoid getting an STD, or giving one to someone else?

PERSON'S GRADE	PERSON'S INITIALS	ANSWER
1.		
2.		
3.		
4.		
5.		

Question 3: *(To be answered by looking online or by making a phone call)*

What is the name of a health center in our area that provides STD testing – including for teenagers – for low or no cost?

Name and URL of Health Center: _____

Address of Health Center: _____

Telephone number: _____

What services do they specifically provide relating to STD testing and treatment?

How much do these services cost? _____

What If...?

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.CC.4 – Describe the signs of pregnancy.

PR.12.CC.5 – Describe prenatal practices that can contribute to or threaten a healthy pregnancy.

PR.12.INF.2 – Analyze internal and external influences on decisions about pregnancy options.

PR.12.INF.3 – Analyze factors that influence decisions about whether and when to become a parent.

PR.12.AI.3 – Access medically-accurate information about pregnancy and pregnancy options.

PR.12.AI.4 – Access medically accurate information about prenatal care services.

TARGET GRADE: Grade 9
Lesson 9

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Desktop or laptop computer with internet access (unless you have downloaded the video and can play it without internet access – see note)
- LCD projector and screen
- Speakers to project sound during videos
- Equal copies of Worksheets A, B and C so that each trio has one of the worksheets. So if you have 27 students divided into 9 groups you would need 3 copies of each worksheet.
- Homework: “Pregnancy Website Hunt” – one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Ask the IT person at your school to allow access to the following videos:

<https://www.youtube.com/watch?v=XUcNmU-ucCY>

<https://www.youtube.com/watch?t=2&v=8gBboJIHuhw>

Or, work with the IT person to download 2conv.com, keepvid.com or another site that enables you to download YouTube videos onto the desktop.

- Have the videos queued up and ready to go for the start of class.

LEARNING OBJECTIVES:

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

1. Name at least two symptoms of pregnancy. [Knowledge]
2. Explain the three choices a person has when they learn that they are pregnant. [Knowledge]
3. Describe at least two reasons why a person might or might not choose each of the options. [Knowledge]
4. Define “prenatal care.” [Knowledge]
5. Access medically-accurate information about pregnancy options, including prenatal care. [Knowledge; Skills]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Once students are settled, start the video, <https://www.youtube.com/watch?v=XUcNmU-ucCY>. Play the video until 1:30 when Emily texts, “I’m seriously stressed.”

What If...?

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

Turn to the class and say, “Today’s lesson is going to be about pregnancy – how someone knows whether they’re pregnant or whether their partner is pregnant – and once they do know, what their choices are.” (4 minutes)

STEP 2: Say, “Let’s start with the thought of getting tested for pregnancy. It was really smart that Emily did this. Sometimes, people get tested because they realize they didn’t use any protection when they had vaginal sex, or because the condom slipped off or broke, or because someone forgot to take a pill, and so on. And sometimes, sadly, people will get tested because they were raped and need to know whether the rape resulted in a pregnancy.

Other times, people have not done anything that makes them think they might be pregnant or have gotten someone pregnant – they don’t realize that there’s any risk involved, until a person starts experiencing some symptoms. What have you heard are some early symptoms that might tell someone they might be pregnant?”

Record responses on the board, probing for the following:

- Nausea or throwing up for seemingly no reason, especially in the morning
- Peeing more frequently
- Sensitive or painful breasts
- Fatigue
- Dizziness
- Abdominal cramping
- Missed a period or it was super light when that’s not typical for that person

Say, “The problem with these is that they all, except for the last one, can also be signs that a period is coming. That’s why people too often ignore these symptoms – kind of forgetting that they had unprotected sex and might need to think about whether a pregnancy was possible.”

Say, “There’s a lot of information about there about pregnancy symptoms and testing. But there are three main points you need to know: [Write summaries of each on the board]

- First, a pregnancy test is the only way to know for sure if someone is pregnant. It’s common to miss periods, particularly during the teen years, and it’s possible to be pregnant and still have some spotting – which can look like a light period. So testing is important – you just need to know when! Most of the home pregnancy tests say they are accurate around three to four days before a next period is supposed to happen (because if someone is pregnant, they won’t get their period).
- Second, there are more options than you think! A home pregnancy test is one – you can get them at many stores. And you don’t have to be the one who might be pregnant – if you think your partner, friend or sibling might be pregnant, you can go in and buy one, too. You can also go to a doctor’s office, a clinic – or the pharmacy chains that have clinics, such as CVS.
- Third, and most important – there is no minimum age for getting a pregnancy test. As long as you can pay for it, you have the right to purchase one at a store or get one from a clinic or doctor’s office. Don’t let anyone tell you otherwise!” (6 minutes)

What If...?

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

STEP 3: Say, “In the video we just saw, Emily finds out she’s pregnant and they both just kind of assume she’s going to have the baby and they’re going to become parents.” Write “Become a parent” on the white board. Say, “Many people do make this choice, regardless of whether they’re teens or adults. There are also two other choices someone who is pregnant has the right to consider – what are they?” Probe for and write on the board, “Place the baby for adoption” and “Have an abortion.”

Break the students into groups of three, and ask each group to take out something to write with and decide who in the group will be the writer. Go around and randomly assign the worksheets, “Why Would Someone Choose _____?” making sure there are equal numbers of each worksheet. Explain that each group will have one of the three options listed on the board. In their groups they’re going to be asked to complete their worksheets by listing the reasons why a teenager might choose to do this option, and why they might not. Tell them they will have about 5 minutes in which to come up with their two lists. (9 minutes)

***Note to the Teacher:** While the students are working, erase the board and set up three new columns to record the next set of responses, one for each option.*

STEP 4: After about 5 minutes, stop the groups. Ask the writer from one of the “become a parent” groups, the “place the baby for adoption” groups and the “end the pregnancy” groups to come to the board and write what they recorded on their sheets. Once they have finished writing, go through each list and ask the remaining groups what they would add from their lists that hasn’t already been mentioned.

Say, “Each of these options has reasons why someone would want to do it, and reasons why someone would not want to do it. In the end, however, it is every pregnant person’s right to choose what they do about their pregnancy. What each option has in common, however, is the need to decide as early in the pregnancy as possible. That’s because if a person chooses to become a parent or place the baby for adoption, they need to start what’s called prenatal care as soon as possible. ‘Pre’ means before and ‘natal’ means ‘birth’ – so this is all the stuff the person does to take care of themselves and the fetus as it grows inside the uterus. Does anyone know some of the things they should do?”

Write any ideas on the board, probing for take certain vitamins, go to the doctor/clinician regularly for checkups, get a lot of sleep, exercise. Then ask, “What are some of the things a person who is pregnant should NOT do to keep healthy?” Write any ideas on the board, probing for “smoking, drinking alcohol, eating certain foods, exercising obsessively.”

Say, “The earlier a person starts doing these healthy things and avoiding these unhealthy things, the healthier they and the fetus should be throughout the pregnancy. Now, if they choose not to continue the pregnancy and have an abortion, they also need to do that as early in the pregnancy as possible. Up to 49 days or 7 weeks, they can have an abortion by taking medication; after 49 days or 7 weeks, they need to go to a doctor or clinician. In some states, they can only have an abortion up until a certain point in the pregnancy. Each state is different, so it’s important to know what the law is wherever you’re living.”

(17 minutes)

What If...?

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

STEP 5: Say, “I want to show you another video about a topic we tend to hear less about, adoption. This is one young person’s experience of placing their baby for adoption and the couple who adopted the baby.”

Show the video, which should have been queued up to <https://www.youtube.com/watch?t=2&v=8gBboJIHuhw>. Process using the following questions:

- What are your reactions to the video?
- What did you think of the relationship between Callie and Kristen and Brian?
- What, if anything, would you change about the relationship between them and baby Leo?

Say, “They said in the video that this was an example of an ‘open’ adoption. That means when the birth parent or parents have some kind of contact with the adoptive parent or parents and baby. What that looks like, however, is different in every case. This was a particularly open open adoption! One thing to keep in mind, though, has to do with their discussion near the end about what they’d do if they disagreed on something. Do you remember what Brian said? [In the end, they’re Leo’s parents and the decision’s up to them]. This is important to keep in mind – because someone who places a baby for adoption may still be the child’s biological parent – but they’re not their child’s legal parent. That means all the rights and responsibilities relating to the care and future of the child is up to the adoptive parents to make – even if they disagree.” (12 minutes)

STEP 6: Introduce the homework assignment, which is a website hunt for them to find specific pieces of information about pregnancy online. Answer any questions and distribute the homework. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class activities and videos will achieve the first three learning objectives. The homework assignment will fulfill learning objectives 4 and 5.

HOMEWORK:

Students will be asked to complete a website hunt in which they are assigned several websites and given questions to which they must find the answers on those sites.

Worksheet A:

Why Would Someone Choose to Become a Young Parent?

INSTRUCTIONS: In the space below, please list as many reasons why you think a teenager who discovers they are pregnant might choose to become a young parent, and why they might choose not to.

Reasons a Teen Might Choose to Become a Young Parent	Reasons a Teen Might Choose NOT to Become a Young Parent

Worksheet B:

Why Would Someone Choose to Place a Baby for Adoption?

INSTRUCTIONS: In the space below, please list as many reasons why you think a teenager who discovers they are pregnant might choose to place a baby for adoption, and why they might choose not to.

Reasons a Teen Might Choose to Place a Baby for Adoption	Reasons a Teen Might Choose NOT to Place a Baby for Adoption

Worksheet C:

Why Would Someone Choose to End A Pregnancy?

INSTRUCTIONS: In the space below, please list as many reasons why you think a teenager who discovers they are pregnant might choose to have an abortion, and why they might choose not to.

Reasons a Teen Might Choose to Have an Abortion	Reasons a Teen Might Choose NOT to Have an Abortion

Homework: Website Hunt!

Name: _____ Date: _____

INSTRUCTIONS: Answer the questions below, using any of the following three websites. Be sure to include the link to where you found the information!

<http://www.plannedparenthood.org/teens/>

<http://www.plannedparenthood.org/learn/pregnancy/prenatal-care>

<http://sexetc.org/>

1. How does a person take a pregnancy test?

Link where I found this information:

2. What are some suggestions for how a young person or couple should tell their parent(s) or caregiver(s) about the pregnancy?

Link where I found this information:

3. What tends to happen during a prenatal care visit?

Link where I found this information:

4. One new thing I learned about pregnancy is:

Link where I found this information:

STD Smarts

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

SH.12.CC.1 – Describe common symptoms of and treatments for STDs, including HIV.

SH.12.CC.2 – Evaluate the effectiveness of abstinence, condoms, and other safer sex methods in preventing the spread of STDs, including HIV.

SH.12.AI.2 – Access medically-accurate prevention information about STDs, including HIV.

TARGET GRADE: Grade 9
Lesson 10

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint loaded onto it
- LCD projector and screen
- PowerPoint: STD Smarts (*Note: The PowerPoint must be in slideshow mode for the links to work*)
- Teacher's Guide: STD Smarts – one copy
- Exit slips – one per student (prepared as described)
- Homework: "The STD Info I Need" – one per student
- Small, inexpensive prizes, enough for five students on the winning team (optional)
- A bag of chocolate miniatures, enough for the remaining students so that everyone gets something in recognition of their hard work (optional)

ADVANCE PREPARATION FOR LESSON:

Print out enough copies of the "Exit Slips" sheet and cut them in half so that each student will have one half sheet.

LEARNING OBJECTIVES:

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

1. Name at least three facts about STD symptoms. [Knowledge]
2. Describe at least three facts about STD testing. [Knowledge]
3. Apply knowledge about STD symptoms and testing to hypothetical situations relating to safer sex. [Knowledge, Skill]
4. Distinguish between an accurate online resources about STDs and one that provides distorted, disrespectful information to youth. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Ask, "How many people have watched a trivia game show on tv, where people answer questions for points or for particular dollar amounts? Well, we're going to do the same now – only our topic is STDs, and you're playing for points, not money, sorry!"

Divide the class into five groups.

Note to the Teacher: *You may wish to break them up intentionally to ensure a fair balance between students who may be stronger participators than others.*

As they are moving to get into the groups, write "Group One, Group Two, Group Three, Group Four, Group Five" in a vertical line on the board with space between each and space to the right.

Once students are in their groups, give them 2 minutes to select a name for their group. Tell them not to put too much thought into it,

STD Smarts

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

and if they don't come up with something in 2 minutes, you'll just call them by their group number. After 2 minutes, write each group name on the board beneath the group number. (3 minutes)

STEP 2: Put the "STD Smarts" PowerPoint game up on the screen. Say, "Each team will select a category and have the option of answering a question. Each group needs to select a spokesperson who will speak for the group; why don't you go ahead and do that now."

Say, "If you look at the screen, you'll see there are six categories of questions. Let me explain what each means:

1. Which One Is Riskiest? -- will give you a group of three behaviors; you need to decide which of the three puts a person at HIGHEST risk for an STD if done with an infected partner who has an STD.
2. Testing, Testing -- is, big surprise, all about getting tested for STDs.
3. Can I Be Cured? -- some STDs can be cured easily with medication. Others stay in our bodies but symptoms can be treated with medication. Still others stay in our bodies for a long time but are fought off naturally by our immune systems. This category will ask you whether the STD can be cured.
4. What Should They Do? -- This is a category that describes a situation a person or couple is experiencing, and you need to say what they should do in that situation.
5. I Don't Feel So Good... is all about STD symptoms.
6. Myth or Fact? speaks for itself.

Explain that as the point value goes up, so does the difficulty of the question! Answer any questions from the students about the rules or the categories. Then randomly select one of the teams to go first, and ask that team to get started by selecting their category. (6 minutes)

STEP 3: Conduct the activity, asking "why" on questions that merit further discussion (such as the "Which One Is Riskiest?" category.) Use the Teacher's Guide to correct any misinformation or to explain an answer further. Keep score as you go along. (35 minutes)

STEP 4: Acknowledge the winning team(s) and give prizes to everyone if you have them (optional). Process the activity by asking the following questions:

- What was it like to do that?
- What was [fun, hard, interesting -- add in their responses] about it?
- Of all the information we went through, did anything surprise you?

Explain that there is a lot of information out there about STDs, including how to avoid them and how to lower your risk of contracting them.

Tell them that for homework they are going to be given two websites to visit, one of which has information on it, and one of which is a video of a speaker. They will need to take a look at each and determine which they think provides accurate, reliable information and which doesn't and why.

STD Smarts

*A Lesson Plan from Rights, Respect,
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Distribute the homework and answer any questions. Distribute exit slips and collect them from students as they leave class. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The PowerPoint game is designed to achieve the first three learning objectives; the online homework assignment will accomplish the fourth.

HOMEWORK:

Students will compare a medically accurate website that is written by and respectful of teens with a speaker who purports to want to help young people avoid STDs yet misleads and shames them around STDs and sexuality in general.

Teacher's Guide: STD Smarts

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

10 pts Tongue kissing, mutual masturbation, using a public toilet

Note to the Teachers: Be sure to clarify that "mutual masturbation"

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

ANSWER: Tongue kissing

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

**20
pts**

Abstinence, mutual masturbation, dry sex

ANSWER: Dry sex

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

**30
pts**

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

ANSWER: Performing oral sex on another person

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

**40
pts**

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

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

**50
pts**

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

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

Teacher's Guide: STD Smarts

10 pts TESTING, TESTING

TRUE OR FALSE: there is one type of test that can screen for the most common STDs

ANSWER: FALSE! It's really important when you get tested to talk with a health care provider about what you want to be tested for. Also, when you talk with a partner about being in a sexual relationship, you need to ask that person what they've been tested for, not just "have you been tested for STDs?" A lot of people believe there is one test for all STDs, so they may not know themselves!

— — — — —

20 pts **TRUE OR FALSE: Minors (age 18 and younger) must have a parent or guardian's consent to be tested for STDs**

ANSWER: FALSE! You do not need parental permission to get tested for STDs. There are some other sexual health services that may need a parent or guardian's permission – so you always want to ask before going into a clinic or when you make an appointment.

— — — — —

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

ANSWER: A doctor's office, a sexual or reproductive health clinic (like Planned Parenthood) or the Department of Health. Some school-based health centers will do STD testing, too, and several major pharmacy store chains carry an at-home HIV test. Teen Source is an online site that has info about STD testing- <http://www.teensource.org/find-a-clinic> and CDC also has an online site to find info about HIV and STD testing https://gettested.cdc.gov/search_results)

— — — — —

30 pts **TRUE OR FALSE: If a person thinks they might have been exposed to an STD, they should get tested within 24 hours.**

ANSWER: FALSE! Different STDs can be detected in tests after different time periods after exposure to an infected partner. The most important thing is to not have sex again until you can get tested to avoid possibly transmitting an STD to the other person. It's also a good reminder to use condoms or other latex barriers for every act of oral, anal and vaginal sex!

— — — — —

30 pts **People with a cervix are tested for HPV when they get pap tests; how are people with a penis tested?**

ANSWER: HPV stands for the Human Papillomavirus. It can cause genital warts, or it can cause cancer of the cervix and many other types of cancer (vaginal, vulvar, anal, penile, oropharyngeal. Also can cause other types of warts depending on they type of HPV strain.) There is no HPV test for a penis – a person with a penis will only know if they have it if they notice visible warts or a sexual partner notifies them of possible exposure.

Teacher's Guide: STD Smarts

CAN I BE CURED?

10
pts

Chlamydia

ANSWER: Yes! Chlamydia is a very common STD, especially among teens and often causes no symptoms. It can be cured by taking antibiotics. If you are prescribed antibiotics, you must take them for the entire time they're prescribed, which can be for up to seven days and have any partners tested too.

— — — — —

10
pts

Syphilis

ANSWER: Yes! Syphilis is cured with penicillin. It's important to get treatment as early as possible, because if left undetected, syphilis can cause damage to the body that can't be reversed.

— — — — —

10
pts

HIV

ANSWER: No! HIV, the virus that causes AIDS, is a virus that stays in the body but can be treated with a combination of medicines that control the virus so that people can live otherwise healthy, typical lives. There is also medicine that people can take to try to prevent getting HIV called PrEP.

— — — — —

10
pts

Gonorrhea

ANSWER: Yes! It can be cured by taking antibiotics. If you are prescribed antibiotics, you must take them for the entire time they're prescribed, which can be for up to seven days.

— — — — —

10
pts

Genital Warts

ANSWER: No! Genital warts are caused by a virus called HPV. The visible warts can be treated or removed, and medication can treat the virus. In some cases, the body will naturally fight off HPV (although generally not the strains that cause visible warts), but otherwise, it cannot be cured. Many people are able to clear the HPV virus on their own over time and some are able to clear the type that causes genital warts-however many people opt to get their warts treated. The best way to prevent getting genital warts is to get the HPV vaccine prior to any sexual exposures.

Teacher's Guide: STD Smarts

WHAT SHOULD THEY DO?

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

ANSWER: YES! If someone has vaginal, oral or anal sex with another person, they could have been exposed to an STD.

A couple is making out and it looks like they may have sex. One partner takes out a condom and the other says, "I don't use those." What should the other partner do?

ANSWER: Stop making out and say, clearly, "I do – we can't have sex without them." If the other person still refuses, the partner needs to either say what they are or aren't willing to do that doesn't include oral, anal or vaginal sex – or leave.

A couple is about to have sex for the first time. They know they need to use condoms but don't want to be seen buying them in a store. What are two other places they can go to get condoms?

ANSWER: A doctor's office, Planned Parenthood or other sexual and reproductive health clinic, the department of health, pharmacy, grocery store or ask a friend or family member. (can also get them online)

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

ANSWER: They need to stop what they're doing. If they wish to continue to have sex, they need to get some additional condoms (this is why you should always have extras on hand!). They also should decide whether either or both of them should go get tested for STDs, or whether pregnancy could be a risk.

A person notices small red bumps on the outside of their genitals. They don't look like the gross slides they saw in science class at school so maybe it's a heat rash. They've had sex before and used condoms a few times.

ANSWER: They need to get tested for STDs. They also need to tell their partner, and they need to start using condoms every time they have any kind of sex moving forward.

Teacher's Guide: STD Smarts

I DON'T FEEL SO GOOD...

TRUE OR FALSE: One way to tell if someone has an STD is to stick earwax inside their vagina. If doing this stings, they have an STD.

ANSWER: FALSE! There are lots of myths out there about how you can tell whether someone has an STD. The only way to know for sure is to get tested. And please don't put earwax inside anyone's vagina.

— — — — —

Name three common symptoms of most STDs

ANSWER: No symptom, burning or itching in the genitals; burning when you urinate; small bumps or sores on or around the genitals, mouth or anus; discharge from a penis or vagina (that's different from typical vaginal discharge that's part of its normal daily cleaning process that has changed color, smell or amount and is not urine or semen).

— — — — —

TRUE OR FALSE: A common symptom of STDs is bruising more easily

ANSWER: False! The two have nothing to do with each other.

— — — — —

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

ANSWER: HIV. The main point of this is when you're usually sick, the symptoms start to creep up on you – you feel kind of tired, then kind of achy – and then you get sick. These symptoms appear suddenly and intensely, and go away just as suddenly. (Now, for those of you who start getting a cold anytime soon and think you have HIV – please remember, you can only get HIV from having sexual contact with someone who has it!).

— — — — —

What is the MOST common symptom of an STD?

ANSWER: No symptom. People often see pictures of genitals with bumps and sores on them and think that's what an STD looks like. Often, there are no symptoms – and sometimes the symptoms are inside the body and you just don't see them. Since you can't tell by looking at someone, it's best to use condoms and other latex barriers every time you have oral, anal or vaginal sex.

Teacher's Guide: STD Smarts

MYTH OR FACT?

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

ANSWER: Myth! Magic Johnson is lucky to have had the resources and access to get very good HIV medication early on in his diagnosis, and he continues to stick with his medication. This means the amount of virus is very, very low – so low that it doesn't come up on tests. This doesn't mean he no longer has the virus – it means he's doing a great job of controlling it and needs to keep doing what he's doing to always keep it this low.

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

ANSWER: Myth! The warts are symptoms of the HPV virus. The virus is still in the body, and new warts can develop later. Warts do not need to be visible to pass HPV on to another person. This is why using latex condoms and other barriers with every act of oral, anal or vaginal sex is so important. People can get the HPV vaccine starting at age 9 which protects from the most common strains of HPV that cause warts and cancer.

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

ANSWER: Myth! Antibiotics cure that "round" of a particular infection. Someone can get chlamydia (or gonorrhea or syphilis), be cured of it and then get it again if they have unprotected sex with someone who has any of those infections.

There is currently a vaccine available for two STDs

ANSWER: Fact! One vaccine protects against several strains of HPV that can cause cervical cancer (it can be taken by someone of any gender, even if they don't have a cervix) and one inoculates against Hepatitis B.

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

ANSWER: Myth! Someone who is pregnant and has HIV can pass HIV onto their fetus during pregnancy or childbirth, or to their baby during breastfeeding. But taking certain medications while pregnant can significantly reduce the risk of transmitting HIV to a fetus.

Homework:

The STD Information I Need

Name: _____ Date: _____

INSTRUCTIONS: Visit each of the following websites by copying and pasting the web address listed below. One site provides accurate information that respects teens, and the other tries to scare and shame teens out of doing anything sexual with another person until they're married. Then answer the questions follow.

Example One: Sex, Etc.

<http://sexetc.org/sex-ed/info-center/stories/?pageNum=1&topic%5B%5D=stories-hiv-aids-stds>

Questions:

1. How did you know this was a website that respects teens?
2. How could you tell the information was reliable and factual?
3. Is this a website you'd go back to for more information? Why or why not?

Example Two: Pam Stenzel: Sex Still Has A Price Tag

<https://www.youtube.com/watch?v=5HYvH6gsBEM&index=3&list=PL4331AC42029EB47C> (you can stop at 7:32)

Questions:

1. How do you know this speaker doesn't respect teens?
2. How do you feel about how she addresses boys vs. girls?
3. What is something she says in the video that makes you wonder whether she is telling the truth?

Exit Slip – Before You Go...

Name: _____

What are two things you learned about STDs from today's class?

1.

2.

Exit Slip – Before You Go...

Name: _____

What are two things you learned about STDs from today's class?

1.

2.

STD Smarts

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

STD Smarts

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

10 points

Category

Which One Is Riskiest?

Tongue kissing, mutual masturbation,
using a public toilet

20 points

Category

Which One Is Riskiest?

Abstinence or dry sex

30 points

Category

Which One Is Riskiest?

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

40 points

Category

Which One Is Riskiest?

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

50 points

Category

Which One Is Riskiest?

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

10 points

Category

Testing, Testing

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

20 points

Category

Testing, Testing

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

30 points

Category

Testing, Testing

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

40 points

Category
Testing, Testing

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

50 points

Category

Testing, Testing

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

10 points

Category

Can I Be Cured?

Chlamydia

20 points

Category

Can I Be Cured?

Syphilis

30 points

Category

Can I Be Cured?

HIV

40 points

Category

Can I Be Cured?

Gonorrhea

50 points

Category

Can I Be Cured?

Genital Warts

10 points

Category

What Should They Do?

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

20 points

Category

What Should They Do?

A couple is making out and it looks like they may have sex. One partner takes out a condom and the other says, "I don't use those." What should the other partner do?

30 points

Category

What Should They Do?

A couple is about to have sex for the first time. They know they need to use condoms but don't want to be seen buying them in a store. What are two other places they can go to get condoms?

40 points

Category

What Should They Do?

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

50 points

Category

What Should They Do?

A person notices small red bumps on the outside of their genitals. They don't look like the gross slides they saw in science class at school so maybe it's a heat rash. They've had sex before and used condoms a few times. What **THREE THINGS** should they do?

10 points

Category

I Don't Feel So Good...

True or False: One way to tell if someone has an STD is to stick earwax inside their vagina.

If doing this stings, they have an STD.

20 points

Category

I Don't Feel So Good...

Name three common symptoms of most
STDs

30 points

Category

I Don't Feel So Good...

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

40 points

Category

I Don't Feel So Good...

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

50 points

Category

I Don't Feel So Good...

What is the MOST common symptom of an STD?

10 points

Category
Myth or Fact?

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

20 points

Category
Myth or Fact?

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

30 points

Category
Myth or Fact?

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

40 points

Category
Myth or Fact?

There is currently a vaccine available for
two STDs

50 points

Category
Myth or Fact?

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

Creating Condom Confidence

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.SM.1 – Describe the steps to using a condom correctly.

SH.12.SM.2 – Describe the steps to using a condom correctly.

TARGET GRADE: Grade 9
Lesson 11

TIME: 50 Minutes

MATERIALS NEEDED:

- Latex condoms – enough for each student in the class to have one, plus a good number of extras just in case
- One wooden penis model for the teacher (optional; you can also use a banana)
- Bananas – enough for half the class (alternatively, you can purchase low-cost, Styrofoam penis models for the entire class: https://www.a3bs.com/condom-trainers.pg_1063.html, which are \$58 for 20 Styrofoam models.)
- Teacher's Guide: Steps to Putting on A Condom – one copy
- Handout: Steps to Putting on a Condom – one per every two students
- One small tube of water-based lubricant, any type
- Hand wipes – one per student
- Homework: Creating Condom Confidence -- one per student
- Stack of paper towels or tissues, at least one for each student
- White board and markers
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Be sure to confirm your school's policy on condom demonstrations. It is always a good idea to let your principal and students' parents/caregivers know you will be addressing this topic, especially considering the homework assignment.
- If you feel you need to brush up on your knowledge about condoms, review <http://www.webmd.com/sex/birth-control/birth-control-condoms> or www.factsaboutcondoms.com from the American Social Health Association.
- Review the teacher's guide: Steps to Putting on A Condom. If you have never done a condom demonstration in front of a room full of students before, you may wish to practice so that you are comfortable and confident when you present this in class.
- If you have a health center in your school that makes condoms available, you may wish to let them know you will be covering this topic so that they are prepared for a possible increase in questions and/or requests for condoms.

A NOTE ABOUT LANGUAGE:

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

LEARNING OBJECTIVES:

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

1. Describe the steps to putting on a condom correctly.
[Knowledge]
2. Demonstrate their understanding of the steps to correct condom use. [Knowledge, Skill]
3. Apply information relating to how to obtain condoms in their community by attempting to obtain condoms on their own.
[Knowledge, Skill]

PROCEDURE:

STEP 1: Walk into the room, hold up the wooden penis model or

Creating Condom Confidence

*A Lesson Plan from Rights, Respect,
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banana and condom you will be using in a moment and announce, “Today’s the day!” After students stop laughing, put these on the desk and say, “Okay, that was a pretty dramatic way to tell you that we’re going to be talking about condoms today. Let’s start with what you know – what, if anything, have you ever heard about condoms?”

Record students’ responses on the board. As you write, validate what is correct and correct any misinformation you hear. For example, you may hear

- They protect against pregnancy and STDs (correct)
- They come in different sizes (correct)
- You can get them for free (correct)
- They don’t really work (incorrect – if used correctly and with every sex act that involves a penis, they are around 97% effective at preventing pregnancy and most STDs, including HIV, the virus that causes AIDS) (5 minutes)

STEP 2: Say, “These days, it’s really easy to find condoms. But finding them easily won’t amount to a whole lot if we don’t know how to use them correctly. So we’re going to practice.”

Take one condom out and either a banana or the wooden penis model. Go through the steps on the teacher’s guide one at a time, holding up the condom and/or model to make sure all students can see.

When you open the condom at the beginning of the demonstration, say, “You’ll notice that condoms come coated with a kind of liquid – that’s called ‘lubricant.’ As you’ll see in a minute, this can make the condoms kind of slippery. Most condoms come like this. Some, however, are unlubricated. If you were to have an unlubricated condom, you can add some of this [hold up the tube of lubricant], which is a lubricant made specifically to use during sex. There are lots of different kinds of lubricant; whatever you use should be water-based. Do NOT use hand lotion or Vaseline or anything else with oil in it as a lubricant, as the oil will break down the latex in the condom and can cause it to break.

There are also different materials that condoms can be made of including latex, polyurethane and lamb skin. Lamb skin condoms do not protect against STDs, including HIV. Unless you have a latex allergy, latex condoms are the most effective if used consistently and correctly.”

Once you have completed your demonstration, ask whether there are any questions. Take about five minutes worth of questions and tell the students that they are going to now practice doing this on their own. (10 minutes)

STEP 3: Divide the class into pairs. Distribute a banana and two condoms to each pair, as well as the Steps to Putting on a Condom handout. Decide who will go first, and have the other person follow along on the steps sheet while the first person tries to go through the steps in order as you just demonstrated, doing their best to recall each step and in the correct order. Instruct the second person to gently remind the first person of a missed step, but that they should give the first person a chance to try to remember what they can. Tell students that if anyone were to drop or tear a condom by accident, they should raise their hand for a replacement. Tell students they’ll have about 5 minutes in which to practice, and that they should not switch partners until you instruct them to. As students are working, walk around the room to observe their work. (10 minutes)

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STEP 4: After about 5 minutes, ask students to stop where they are and switch roles – the first person will now monitor the steps on the sheet, and the second person will practice putting a condom on the banana with the first person's support as needed. Remind the students that they have about 5 minutes in which to do this. Again, walk around the room to observe students as they do this. (5 minutes)

STEP 5: Once the students have both gone, distribute the hand wipes and dispose of the used condoms. From the front of the room, process their experience using the following questions as a guide:

- What was it like to do that?
 - What was [easy, difficult, fun, weird, awkward – fill in their responses here] about it?
 - Did anything surprise you about doing this?
 - Did you learn something new you didn't know about condoms before?
 - What's one thing you plan to do differently now that you've practiced putting on and taking off a condom?
- (10 minutes)

STEP 6: Say, "I said earlier that having condoms doesn't mean anything if you don't know how to use them. Well, knowing how to use condoms doesn't mean anything if you don't actually have them in the first place! What are some places you know of where you can get condoms? If you know whether these are free or whether you need to buy them, let's be sure to add that."

Record responses on the board, adding in any or all of these as they apply to your school or area:

- In the school health center/nurse's office (free)
- At a local health clinic [be sure to name the ones in your area] (free)
- At different stores [be sure to name the ones in your area] (cost)
- From an older sibling, friend, parent/caregiver or other trusted adult (free)
- Online (cost – and you need a credit card to order them)

Say, "It's great that we have all these options for getting condoms. Your homework for next class is to see what it's like to actually try to get them yourselves."

Before the next class, you need to visit one of these places and get a condom. In each situation, you must interact with at least one adult. For example, if it's here at school, you can't just grab a condom from the basket and run off. You have to at least say to an adult, 'May I have some condoms, please?'

Now, I don't want you to spend any money, so if you were to go to a store, just go up to someone who works in the store and ask where the condoms are, go to the section, and look through them. You can even take a picture of them with your phone if you want. If an adult looks at you funny make a note of it on your worksheet and you can also show the adult your homework if that would help. Again, you don't need to spend any money.

Creating Condom Confidence

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I am going to give you a sheet with some questions on it about your experience doing this. Complete the sheet and bring it with you to the next class.

Now, one thing I am going to give you a heads up about. I am very intentional about you going as 9th graders because some adults might have a reaction to you, as ninth graders, asking about condoms. You need to know there is no minimum age at which you can get condoms – you have a right to access them at any age. So if any adult were to make a comment about your age, be sure to tell them that you know that using condoms is the responsible thing to do and that you have the right to get them if you wish.”

Answer any questions about the homework assignment. Then answer any remaining questions they may have about condoms or condom use and close the class. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The modeling of condom use and actual practice will fulfill learning objective number one; the students practicing putting the condom on the model will reinforce the first learning objective and fulfill the second. The homework assignment will fulfill the third learning objective.

HOMEWORK:

“Creating Condom Confidence” Worksheet – after obtaining a condom through one of the sources mentioned in the lesson, students will write a brief reaction to the experience using this worksheet as a guide.

Teacher's Guide: Steps to Putting on a Condom

1. MAKE SURE YOU BOTH CONSENT TO WHATEVER YOU PLAN TO DO SEXUALLY.

We often see examples in the media of people spontaneously having sex – but regardless of whether either or both people have had sex before, with each other or anyone else, each new sex act is an opportunity to talk about what you do and don't want to do. If you haven't clearly told the other person you want to have sex, and they haven't told you, you shouldn't have sex – regardless of whether you plan to use condoms!

2. MAKE SURE YOU HAVE MORE THAN ONE CONDOM (hold up a few). Condoms can be slippery, and if you only have one and it falls on the floor, you can't rinse it off and use it, you have to throw it away and get a new one.

3. CHECK THE EXPIRATION DATE. On each condom pack, there is an expiration date based on when the condom was made. If it is past the expiration date, do NOT use the condom.

4. CAREFULLY OPEN THE CONDOM using the jagged edge as your guide. Do NOT use your teeth.

5. CHECK WHETHER IT'S RIGHT SIDE UP. The condom will only roll one way, so you want to make sure it's right side up. (Walk around the room with the condom in your hand to demonstrate this). If you were to put it on the wrong side up, it'd be best to throw that condom away and start fresh. That's because a penis produces a small amount of fluid called "pre-ejaculate" that can transmit STDs, and may sometimes contain sperm. If that gets into the condom's other side, it will get into the other person's body.

6. GENTLY PINCH THE TIP OF THE CONDOM to get air out. This will create space for the semen during ejaculation.

7. PLACE THE CONDOM ON THE HEAD OF AN ERECT PENIS. If a person is uncircumcised, you may need to gently pull back their foreskin as needed before putting the condom on.

8. ROLL THE CONDOM ALL THE WAY DOWN THE PENIS. If you only roll down part of the way, you risk the condom coming off – and you expose both partners to more skin-to-skin contact, which is a higher STD risk if one partner has an infection.

9. SEX ACT – ORGASM AND EJACULATION. You must use one condom per sex act. This includes if you're having more than one kind of sex during one encounter. For example, a penis that goes inside an anus should not go inside a vagina without taking that condom off and starting with a fresh one. That's to avoid getting bacteria from the rectum inside the vagina.

10. PULL THE CONDOM-COVERED PENIS OUT AND AWAY FROM THE OTHER PERSON'S BODY. Especially as someone is just learning how to use condoms, they may be a little clumsy handling them. You want to avoid removing a condom over a partner's body to avoid spilling the contents on or inside them.

11. PULL THE CONDOM OFF, TIE THE END IN A KNOT TO AVOID SPILLAGE, AND THROW IT IN THE GARBAGE. Never flush a condom down the toilet as it can clog the toilet. If you are someplace where you do not necessarily have privacy, you can wrap the used condom in some toilet paper to be more discrete about it before throwing it away.

[REMEMBER: YOU CANNOT RE-USE A CONDOM!]

Student Worksheet: Steps to Putting on A Condom

1. GIVE AND OBTAIN CONSENT FOR HAVING SEX.
2. HAVE MORE THAN ONE CONDOM.
3. CHECK THE EXPIRATION DATE.
4. CAREFULLY OPEN THE CONDOM. NO TEETH!
5. CHECK WHETHER IT'S RIGHT SIDE UP.
6. GENTLY PINCH THE TIP OF THE CONDOM TO GET AIR OUT.
7. PLACE IT ON THE HEAD OF AN ERECT PENIS.
8. ROLL THE CONDOM ALL THE WAY DOWN THE PENIS.
9. SEX ACT – ORGASM AND EJACULATION.
10. PULL THE PENIS OUT AND AWAY FROM THE OTHER PERSON'S BODY.
11. PULL THE CONDOM OFF, TIE THE END IN A KNOT TO AVOID SPILLAGE, AND THROW IT IN THE GARBAGE.

[REMEMBER: YOU CANNOT RE-USE A CONDOM!]

Homework: Do You Have Condom Confidence?

Name: _____ Date: _____

INSTRUCTIONS: Please respond honestly to the following questions and hand your assignment in during our next class period. Your answers will NOT be shared with the class. (Remember, you can't just ask a friend or family member for one or to get one for you!)

1. Where did you go to get your condom? If it was a store or clinic, please put down the name and address here:

2. On what date did you get your condom? _____

3. Who did you talk with at the office/clinic/store about condoms?

(Feel free to say who this person was e.g. store manager, pharmacist, you don't need to get a name):

4. How did this person react to you when you asked for condoms or asked where they were located?

5. How did it feel to experience getting/asking about condoms? How do you think doing this may help you in the future?

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

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.CC.3 – Define sexual consent and explain its implications for sexual decision-making.

PS.12.CC.3 – Explain why using tricks, threats or coercion in relationships is wrong.

HR.12.INF.2 – Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity.

TARGET GRADE: Grade 10
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Communication signs prepared as described
- Masking tape
- Handout: STD Communication Scenarios (prepared as described)
- LCD projector and screen
- Laptop or desktop computer with internet access
- Speakers to project sound during videos
- Worksheet: Putting it Into Practice: Getting and Giving Consent (homework) - one per student

ADVANCE PREPARATION FOR LESSON:

- Download the YouTube video on consent, “2 Minutes Will Change the Way You Think About Consent,” at <https://www.youtube.com/watch?v=laMtr-rUEmY>.
- Also download the trailer for Pitch Perfect 2 - The Ellen Show version (<https://www.youtube.com/watch?v=KBwOYQd21TY>), queuing it up to play a brief clip between 2:10 and 2:27.
- If you cannot download and save these to your desktop in advance, talk with your school's IT person to ensure you have internet access to that link during class.
- Print out the skit scenarios and cut out each pair, making sure the correct person 1 goes with the correct person 2. Determine how many pairs there will be in your class and make several copies of each scenario, enough for each pair to get one.

LEARNING OBJECTIVES:

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

1. Define the terms “consent,” “coercion” and “incapacitated.” [Knowledge]
2. Differentiate between a situation in which consent is clearly given and one in which it is not. [Knowledge, Skill]
3. Demonstrate an understanding of how giving and getting clear consent is part of a respectful relationship. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Start class by asking students, “What does the word ‘consent’ mean? What does it mean to ‘give consent?’” Ask for a few students to respond, probing for the following concepts:

- It's when someone says they want to do something

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

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

- When someone gives permission to another person
- Saying “yes” to or being okay with something

Say, “This seems like a pretty straightforward idea – but it isn’t always. Let’s take a look at one person’s attempt to figure it all out.” (2 minutes)

STEP 2: Play the video, “2 Minutes Will Change the Way You Think about Consent,” at <https://www.youtube.com/watch?v=laMtr-rUEmY>.

Ask for reactions to the video, then process using the following:

- The ConsentBot says her first attempt was “coercion.” What does that mean? (Probe for getting someone to do something by threatening or forcing them). What did she do that was coercive? Remind the students that, as the ConsentBot says, “Consent must be voluntary,” which means a person has to want to give consent.
 - When she goes to visit her friend, Jonathan, Jonathan is half asleep when she asks for his phone and he says yes. The ConsentBot says it’s not consent because he’s “incapacitated.” What does that mean? (Probe for when someone doesn’t have the capacity or ability to do things – or say they want to do things). Jonathan was asleep, so he would not have been completely aware of what he was saying. The same thing goes if someone were drunk or using drugs.
 - What do you think of the example when she is in the library and asks the person wearing the headphones for their phone and they don’t respond -- and she assumes she has consent because that person didn’t say no? Ask, “Why isn’t that the same as having consent?” Probe for the importance of getting a clear “yes” or “no” from someone to know for sure whether you have (or have not gotten) consent.
 - Has anyone ever been in a situation where they haven’t wanted to do something, but a friend has said, “It’s fine, just do it.” How has that felt? Why did the ConsentBot say it wasn’t consent? (Probe for the fact that the middle person seemed to have felt intimidated – meaning, pressured to do it, even if he wasn’t being pressured by the person asking for consent).
 - What did you notice in the last exchange, which the ConsentBot finally agrees is consent? Probe for the fact that she asked – and he said yes, while also clarifying his conditions: “You can use my phone, but no texts or international calls.” She clarified by asking about his phone’s game center, and he responded. The ConsentBot said that this was clear consent – and it was also healthy, clear communication.
- (7 minutes)

STEP 3: Say, “This video was about using someone else’s phone. Now, let’s take a look at a brief clip that has to do with sexuality and consent.” Show the excerpt from <https://www.youtube.com/watch?v=KBwOYQd21TY>, starting at 2:10 and ending at 2:27.

Ask, “What did you just see?” (Two people flirting at a party, miscommunication)

Ask, “When he asked her if she wanted to have sex, how did she respond?” (She said she didn’t want to but then winked at him; what she said was a clear no but how she said it made him think she wanted to).

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

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

Ask, "How do you think he was feeling then?" (Confused, hopeful, worried)

Ask, "Did she give her consent to him to have sex?" (No)

Ask, "What do you think he should do next?" (Walk away, ask her again, try something to see whether she's interested).

Say, "The smartest thing he can do here is take her no as her answer. It doesn't matter how she said it, but he has to go with what she actually said. This is also a good example of how talking about consent at a party – where there's alcohol – isn't the best place or time to bring it up. What impact could alcohol or other drugs have on someone's ability to give consent? What impact could alcohol or other drugs have on a person's ability to clearly understand what someone is communicating to them? It's good to remember that anything but a clear 'yes' means no." (4 minutes)

STEP 4: Say, "We're going to take a look now at what it's like to ask for and give consent in a relationship." Break students up into pairs. Say, "I'm going to distribute a scenario to each of you, and you're going to work together to create and perform a brief skit – no more than 1 – 2 minutes – that you'll share with the class. Please don't tell the class what's on your scenario, you'll demonstrate it during the skit."

Break students into pairs. Distribute the scenarios and tell them they have about 5 minutes to figure out how they will act it out in front of the class. (7 minutes)

STEP 5: After about 5 minutes of working, check in to see whether the pairs are ready to present. Ask for a pair to volunteer to go first and have them come to the front of the room. Talk about what was presented, commenting on the clarity of consent given and received. Ask the next pair to go and continue until everyone has gone or as time allows. (22 minutes)
(Note to the Teacher: Because more than one pair will have the same scenario, you can avoid repetition by asking whether other pairs had different takes on the same situation.)

STEP 6: Ask the class to comment on what they saw in the various skits. In particular note situations in which pairs assigned roles to each other based on gender role stereotypes and emphasize that everyone has the responsibility to make sure they have consent from another person, regardless of gender.

Say, "Everyone has the right to say what they do and don't want to do in a relationship. And we all have a responsibility to listen to be clear about what we want and to listen to what the other person wants in order to have healthy, mutually respectful relationships."

Distribute and go through the homework sheet. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The video and discussion at the beginning of the lesson will fulfill the first learning objective. The paired communication scenarios will achieve the second learning objective. The homework assignment will achieve the third learning objective.

HOMEWORK:

Students will complete and hand in a log of real-life situations in which consent was given or not given, and their reactions to those situations.

Scenario A

PERSON 1

You really, really like person 2. You think they're totally hot and want to ask them out – but how? You feel like if you hold their hand they'll be more likely to say yes when you ask.

Scenario A

PERSON 2

You're interested in person 1. You don't know them very well, but you think they're kind of cute. You're also kind of shy and aren't really fond of being touched or PDA.

Scenario B

PERSON 1

You've been with person 2 for three months and haven't had sex together, but you really think it's time. You love the other person, they love you and everything you've done together up until then has been really good.

Scenario B

PERSON 2

You've been with person 1 for three months and haven't had sex together, but you really think it's time. You love the other person, and will do almost anything to keep the relationship going and make them happy. You just really are nervous about being naked and having sex. You like the way your sexual relationship is now and don't see any reason to make a change.

Scenario C

PERSON 1

You think you know what person 2 wants – that's the way your relationship has always been. You're more outgoing, they're more quiet and reserved and they expect you to take charge and make decisions. That's how it is where you're from. So you're going to let them know that tonight is the night – you're going to have sex together for the first time.

Scenario C

PERSON 2:

You can't believe you're with person 1. You know there's a nice person in there, but they're always making the decisions in the relationship. You don't really feel like you have any say, and it's easier to go along with what they want. You've been doing a lot of touching without having any type of sex (vaginal, oral or anal) and you haven't said what you do and don't want.

Scenario D

PERSON 1

You love being in a relationship with person 2! You two seem like you were made for each other – you finish each other's sentences, like the same thing, like each other's friends, and are on the same page when it comes to what you do together sexually. You want to try something you've never done before with them but figure you should talk with them about it first.

Scenario D

PERSON 2:

You love being in a relationship with person 1! You two seem like you were made for each other – you finish each other's sentences, like the same thing, like each other's friends, and are on the same page when it comes to what you do together sexually... Kind of. There are some things you've done together that you didn't really like, but you don't want to bring it up because things are going so well and you're concerned about making Person 1 upset.

Scenario E

PERSON 1

You're at a party and you see person 2, whom you've always thought was really cute. They've been drinking a little, so you go up and talk with them and see whether they might be interested in going someplace more private.

Scenario E

PERSON 2

You're at a party and you see person 1, whom you've always thought was really cute... you think, you're not sure, because you've had a few drinks already and aren't sure whether you're confusing this person with someone else... anyway... you're feeling good being at this party, that's all that matters! You want to stay at the party, so if anyone tries to get you to leave or go elsewhere at the party, you really don't want to.

Homework

Putting It Into Practice: Getting and Giving Consent

Name: _____ Date: _____

Instructions: Over the next week, please log two situations in which you were asked to give permission to someone else for something, and at least three situations in which you asked someone else for permission to do something. Record below how each situation went.

Situation 1: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 2: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 3: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 4: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 5: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Know Your Options

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.CC.1 – Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.

PR.12.CC.2 – Define emergency contraception and describe its mechanism of action.

TARGET GRADE: Grade 10
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- 6 computers, laptops, tablets or smartphones with the ability to see the following quiz on this website – <http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/>
- Teen Worksheet #1-6 – one copy of each
- Wrenches Worksheet (prepared as described)
- One copy of the Wrenches Worksheet – Teacher's Guide
- Handout "Your Birth Control Choices" - one per student
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON:

- Check that you can access the "Which Contraception is Right for Me?" quiz on the following website (if it's blocked, work with your IT department to unblock site):
<https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/>
- Review information about birth control methods in order to accurately answer students' questions and clarify misinformation. A detailed overview on each method can be found here:
http://www.your-life.com/static/media/pdf/download-materials/campaign-materials/WCD_Contraception-Compendium_FINAL.pdf
- Print one copy of the Wrenches Worksheet and cut into six separate cards as indicated.

LEARNING OBJECTIVES:

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

1. List at least three methods of effective birth control for teens. [Knowledge]
2. Analyze at least three factors that have an impact on a teen's ability to successfully use birth control. [Knowledge]
3. Recall at least two reasons why a teen might want to use birth control that are independent from preventing pregnancy. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Introduce the topic by saying, "Today we're going to look at contraception or birth control such as abstinence, the pill, condoms, the shot, etc. Specifically, we're going to look at what might affect a person's decision to use birth control, whether to prevent pregnancy

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and/or for the other reasons that have nothing to do with sex. Let's start by brainstorming why a person might want to use birth control for either sexual or non-sexual reasons."

Note to the Teacher: *Create two columns on the board and write in one column all of the reasons the students suggest, making sure to include the following if students don't suggest them:*

- don't want to start a pregnancy
- don't want to get an STD
- want to have shorter periods
- want to have lighter periods
- need to regulate hormones because of a health issue
- want to reduce acne
- want to have predictable periods
- want to have less cramping during periods

Ask, "To whom does most of this list apply?" Probe for "people with ovaries or a uterus" (although your students will likely say "girls" or "women"). Ask, "How do their partners come into play? What rights and responsibilities do they have?"

Ask, "Which of these could apply to people in same-sex relationships?" After a few students have responded, say, "We typically tend to think of different-sex couples as being the only ones at risk for pregnancy. But some of these concerns apply to all people regardless of their sexual orientation or gender. Please keep that mind as we go through the lesson."

Next say, "So there are a lot of reasons why a person might choose to use contraception or birth control in addition to preventing pregnancy. Now let's brainstorm some of the factors that might impact whether a person or a couple uses birth control."

Note to the Teacher: *Write these on the board in the other column making sure to include the following if students don't suggest them:*

- Afraid of parents/caregivers finding out
- Falsely believe they need parental permission to get birth control
- Don't have enough money
- Don't have a car/transportation to get method
- Health reasons
- Embarrassed to go to a clinic or pharmacy to get birth control
- Don't feel comfortable touching their or their partner's genitals to use method correctly
- Don't know what birth control methods are available

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- Unsure if partner is willing to use birth control
(10 minutes)

STEP 2: Divide students into 6 groups. Say, “We just created two lists of reasons why teens might want to use birth control and some things that might get in their way of actually doing so. Now we’re going to look at some scenarios of different teens who are considering using birth control. You will get some information about each teen and, using the information you have been given, you will go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and take the ‘Which Contraception is Right for Me?’ quiz on the website.

Note to the Teacher: *It can help to write both the website and name of quiz on the board.*

You may not know the answer to every quiz question based on the information you were given, so it’s okay to guess on some answers. Explain that this online resource is great because of how thorough the information is and the technology is useful in figuring out which method is best depending on a person’s circumstance. Be sure to highlight, however, that while this resource targets cisgender girls and women in different-sex relationships; much of the information applies to people of all genders and orientations.

Once you have completed the quiz, write down on your worksheet the top three ranked birth control methods that were recommended.” Ask if there are any questions about the directions and if not, distribute the six teen worksheets, one to each group and ask them to move to one of the eight computer stations. Give students about five minutes to complete the task. (5 minutes)

STEP 3: Once five minutes has passed, ask the groups to stop working. Say, “Now that you have come up with the top three birth control methods recommended by this website for your teen, take a few minutes to discuss why you think those three methods were the ones most highly recommended. Write down ideas from your group below each method on your worksheet.” Give students another five minutes to complete. Circulate among the groups while they are working to answer questions, asking them to consider all of the reasons why a particular method of birth control might have been recommended.

Once an additional five minutes have passed, ask the groups to stop working and to select one method and reason from their list that they will share with the entire class. Call on each group and have them share the information about their teen, one of the methods recommended for their teen and the reason why the group believes this method was recommended.

Note to the Teacher: *Clear up any misinformation and provide accurate information as necessary. The Respect Yourself, Protect Yourself handout has helpful background for this discussion as needed. (8 minutes)*

STEP 4: Explain by saying, “Next we will rotate papers so each group gets a new teen to look at.”

This time a ‘wrench’ will be thrown into your teen’s plans to use birth control. So take a look at your teen, the methods recommended for them and the wrench or thing that could get in the way of using the methods. Then figure out how your teen could deal with that wrench in order to successfully use birth control. The ideas must be realistic for teens in

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your community and not a Hollywood movie ending! So now please pass your worksheet clockwise to the next group closest to you.”

Note to the Teacher: *You may need to help facilitate the passing of worksheets to make sure each group has a new teen worksheet to use.*

Then distribute the “wrench” to each group that matches the character they have and give them five minutes to discuss and record what they would recommend. (7 minutes)

STEP 5: Call time once five minutes have passed and ask students to stop working. Ask for a few volunteers to share what their ‘wrench’ was and the ideas they came up with to address that factor. Use the Teacher’s Guide to offer additional ideas students may not have thought of.

Note to the Teacher: *If time permits, have a volunteer from each group report back on their ‘wrench’ and ideas addressing it. While groups are reporting, make sure to affirm whether their ideas are realistic for teens in your community.*

Have students return to their original seats. (8 minutes)

STEP 6: Process the entire activity by asking the following discussion questions:

- What was it like to do that?
 - What was (insert student responses) about it?
 - Did you notice anything about the methods that were recommended most highly for the teen characters? Would you recommend other methods for your teen character different from the quiz results?
 - Since most birth control is geared towards people with ovaries and a uterus, how might someone who doesn’t have those body parts feel about accessing and using contraception? What role should the partner of a person who can get pregnant have?
 - How could you help a friend who wanted to use birth control?
- (10 minutes)

STEP 7: Distribute copies of the “Your Birth Control Choices” handout and remind students that it is important for everyone to know about contraception because even if they might not use it personally, they might have friends in sexual relationships with someone of a different sex, or be a partner of someone in a different-sex relationship and knowledge is power. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The small group activity will accomplish the first learning objective while the initial brainstorm will accomplish the second and third learning objectives.

HOMEWORK:

None.

Teen Worksheet #1 – Marissa

Marissa is someone who always sees the best in people. She is pretty happy most of the time except for when she gets her periods. She gets really bad cramps and a super heavy period and sometimes even has to stay home from school because her period is so bad. Otherwise, Marissa loves to be carefree and spontaneous and feels that getting pregnant now would really affect her future. She's not with anyone right now and is fine with that, since she has such a great group of friends.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Marissa, take the “Which Contraception is Right for Me?” quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Teen Worksheet #2 – Chantal

Chantal has always been the most organized person in her group of friends. She never turns in her school assignments late and loves to have a full but predictable schedule. Lately, her acne has gotten really bad, so her Mom took her to the dermatologist. So far, the medicine they've tried hasn't really worked.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Chantal, take the “Which Contraception is Right for Me?” quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Teen Worksheet #3 – Louise

Louise is a huge supporter of environmental issues and is president of the high school environmental awareness club. She is a distance runner, eats only organic food and rarely takes medicine since she believes the natural approach is best. She's always been attracted to girls but recently she's been flirting with this guy that just transferred to her school. She thinks he likes her too but doesn't know where this all might lead.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Louise, take the "Which Contraception is Right for Me?" quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Teen Worksheet #4 – Aimee

Aimee has been in a steady and loving relationship for the past six months. For Aimee, going to college would be huge since she'd be the first in her family. Aimee and her partner help each other study and support each other in their respective team sports. Aimee wants to make sure she does not get pregnant until after college. She'd love to find a way to not have to deal with her periods anymore.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Aimee, take the "Which Contraception is Right for Me?" quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Teen Worksheet #5 – Marcus

Marcus is a really hard worker and in the top 10th percentile in the junior class. He is also really cute, but super shy and hasn't had a serious relationship yet. He hooked up one time and had oral sex, but got his heart broken so he's been hesitant to put himself out there again. Marcus knows there will be a big party after the home game tonight and he hopes the person he's been crushing on for a while will be there too so he can make a move. He wants to be ready just in case things go well and he hopes he doesn't chicken out from talking to them.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Marcus, take the "Which Contraception is Right for Me?" quiz. Write the top three ranked birth control methods from the quiz results below. Note: Some of the quiz questions refer to periods, so they won't apply to Marcus.

1. _____

2. _____

3. _____

Teen Worksheet #6 – Ashley

Ashley has been dating Felix for almost the entire school year and they just started having vaginal sex last week. Ashley is really, really worried that her parents will find out. Even though they like Felix, they would freak out if they found out she was having sex. Ashley is the oldest of five siblings, and since both her parents work, they rely on her to help with getting the kids to and from school, their homework, meals and more. She knows that getting pregnant right now would affect everyone in her family, not just her.

INSTRUCTIONS: Go to <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/> and, representing Ashley, take the “Which Contraception is Right for Me?” quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Wrenches Worksheet



WRENCH #1 – MARISSA

Doesn't feel comfortable touching her genitals



WRENCH #2 – CHANTAL

Doesn't have transportation



WRENCH #3 – LOUISE

Doesn't have any money



WRENCH #4 – AIMEE

Afraid of parents/caregivers finding out



WRENCH #5 – MARCUS

Embarrassed to go to store to buy condoms



WRENCH #6 – ASHLEY

Doesn't know what birth control methods are available or how Felix feels about using birth control.

Wrenches Worksheet: Teacher's Guide

Wrench #1 – Marissa - Doesn't feel comfortable touching her genitals

- Maybe reflect on whether discomfort might indicate she's not comfortable or feels ready to have sex with another person
- Maybe use a method that does not involve someone touching their genitals (i.e. the pill, the shot, the patch, external condom, implant, etc.)
- Maybe talk with a trusted adult about why she is uncomfortable touching herself to make sure there is no history of abuse

Wrench #2 – Chantal - Doesn't have transportation

- Maybe get a ride with a friend, partner, trusted adult, etc.
- Explore options for mass transportation and/or ride sharing
- Delaying having sex, withdrawal and condoms are much more easily available than any other method

Wrench #3 – Louise - Doesn't have any money

- Explore borrowing money or getting loan from partner, friend or caregiver
- Go to a clinic that works with clients with limited income and may provide services at no or low-cost, might have payment plan
- Ask potential partner to contribute to expense to share responsibility

Wrench #4 – Aimee - Afraid of parents/caregivers finding out

- Reflect on whether fear of parents finding out might be connected to not being sure or ready to have sex right now
- Look at methods that are not visible, such as the IUD, shot, ring and condoms, so there would not be anything for parents to find
- Find courage to talk with parents about this important issue and decision, maybe with partner or friend for support

Wrench #5 – Marcus - Embarrassed to go to store to buy condoms

- Reflect on whether fear or embarrassment means might not be comfortable or ready to have sex with another person right now
- Explore other places to get condoms including health clinics, HIV testing locations and websites that send them discretely to your home

Wrench #6 – Ashley - Doesn't know what birth control methods are available or how Felix feels about using birth control.

- Find way to approach issue with Felix before having sex (i.e. asking him how he feels about birth control, texting or emailing, etc.)
- Research methods of birth control from trusted source to educate self about available options
- Talk with trusted adult/caregiver to learn more about what's available

We All Have Rights

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.CC.3 – Identify the laws related to reproductive and sexual health care services, i.e., contraception, pregnancy options, safe surrender policies, prenatal care.

SH.12.CC.3 – Describe the laws related to sexual health care services, including STD and HIV testing and treatment.

TARGET GRADE: Grade 10
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- Quiz: “What Are My Rights?” – one per student
- “Teacher’s Guide: What Are My Rights?” – one copy
- Homework: “Can I or Can’t I?” – one per student
- One sheet of flipchart paper with the heading, “Parking Lot” written on it
- At least one flipchart marker
- White board and markers
- Worksheet: “Who Did the Right Thing?” – one per student
- Extra pencils in case students don’t have their own
- Masking tape

ADVANCE PREPARATION FOR LESSON:

- Take the Teacher’s Guide – What Are My Rights? and go to the websites as indicated in order to fill in the correct information about the laws in your state and resources in your area.
- Take a sheet of newsprint paper and write, “Parking Lot” at the top in large letters. Post it at the front of the room but over to the side so that you can access it easily but not have it be the main focus during the lesson.

LEARNING OBJECTIVES:

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

1. Describe at least three laws in their state relating to minors’ rights and sexual and reproductive health. [Knowledge]
2. Identify at least one belief they have relating to sexual and reproductive decision-making. [Knowledge, Affect]
3. Apply their knowledge and self-reflection to accessing reliable, accurate information about sexuality- and reproductive health-related laws. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Say, “When it comes to sexuality, there are some situations in which, as teens you have rights – even though you’re under the age of 18. There are also, however, some issues in which your parents/ caregivers need to legally be involved. Today’s class will start by taking a look at some of the legal rights you have relating to sexual and reproductive health.”

Tell students that, because this is such a complex topic, there may be some questions or issues that come up that you will need to get some more information about before responding to them. Point out the “parking lot” newsprint sheet that you posted before they came in.

We All Have Rights

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

Explain that if something is raised that you need a bit more research to answer, you or someone in the class can put it up on the parking lot and you'll find the information and share it during the next class.

Distribute the "What Are My Rights?" quiz, but ask them not to put their names on it. Tell them that it is designed to get a sense of what they do and don't know coming into this class. Tell them they have about 5 minutes in which to complete the quiz, and that if they don't know the answer, they can simply guess. (7 minutes)

STEP 2: Go through the responses using the Teacher's Guide: What Are My Rights? Answer any questions students may have, writing any questions to which you don't know the answers up on the Parking Lot. (12 minutes)

***Note to the Teacher:** Depending on your school's policy on handheld device use during class, you may also wish to ask students to find some of the answers by searching for them online right then.*

***Note to the Teacher:** Many of the laws relating to sexual and reproductive health and rights relate to abortion, and can be sensitive to discuss, especially given different religious and personal values and beliefs in the classroom. If these start to come up during the discussion of the quiz, reassure students that they will have the opportunity to talk about them more in the activity that follows.*

STEP 3: Tell the students they are now going to take some of these facts and consider them when they are used in a real-life situation.

Distribute the worksheet, "Who Did the Right Thing?" Ask for students to volunteer to read each of the paragraphs aloud, alternating students per each paragraph. Once the story has been read, instruct the students to decide which of the characters they think did the right thing in this situation. (7 minutes)

STEP 4: Once everyone has recorded their ratings, divide the class into groups of 4. Once they have gotten into groups of 4, instruct them to discuss who they think did the right thing, and to try and reach agreement on the ratings. Explain to students that they can change their vote at anytime, but that they should only do so if they truly agree. Tell the class they will have about 8 minutes in which to do this. (9 minutes)

STEP 5: After about 8 minutes, stop the small group discussions. Ask, "How many groups were able to agree on their rating?" Go around the room and ask the groups to state who they felt was the most just. List the names of the characters on the board who are ranked as most just, along with a checkmark next to them to indicate additional rankings.

Ask students to explain why they rated the characters as they did.

***Note to the Teacher:** Your job during this part of the activity is to make sure students disagree respectfully, and that everyone who wishes to speak gets to speak. You also are to play the role of devil's advocate, using the facts from the quiz as relevant, or simply by posing hypothetical, "what if?" questions. (For example, "What if Victor wasn't opposed to using birth control, would you change his rating then?")*

(13 minutes)

We All Have Rights

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

STEP 6: Say, “As in many situations, there is agreement on some things and disagreement on others. Because people have very strong values and beliefs around lots of things relating to sexuality – not just about decisions relating to a pregnancy – it’s really important to know the information you need to make the right decisions for you.

A really challenging thing we need to figure out is the difference between having rights and doing what’s right. When we are in relationships, we need to think about what both of our rights are, and what our responsibilities are to each other as well as to ourselves. For example, Stephanie has the right to go on birth control without telling Victor – it is her body, and she wants to protect it herself. Does it mean that it’s right for her to not share her decision with Victor? That’s part of what we were just discussing – and again, what we need to think about both now and in the future.

In the end, communication in relationships is so important so that both people’s needs and rights are recognized, considered and respected.”

Explain and distribute the homework, and close class (2 minutes).

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The quiz and homework assignment will both achieve the first learning objective. The in-class worksheet and group work will achieve the second learning objective. The homework assignment will achieve the third learning objective.

HOMEWORK:

A list of questions relating to their legal rights in their state, reinforcing the range of choices they have relating to their sexual and reproductive health.

Note: The format of “Who Did the Right Thing” has been used in other curricula and programs over the years. The content of the activity in this lesson, however, is an original version for this curriculum.

Worksheet: Who Did the Right Thing?

Instructions: Read the following scenario. Think about the role each person played in the situation and decide who you think did the right thing. Once you have decided your rating, indicate it below by placing a check mark in the appropriate space.

.....

Stephanie is in the 10th grade. She has been in a relationship with Victor since the beginning of the school year, and they have been having sex almost since the beginning, and while they've both really been enjoying it, Stephanie's really worried about getting pregnant since they have not been using birth control.

Victor's religion does not believe in birth control, and he won't use condoms because he says sex doesn't feel as good when he uses them. He thinks if Stephanie ends up getting pregnant it would be fine – he has other friends who have babies, and they like having a kid.

Both Stephanie and Victor had previous sex partners before they became a couple, but neither has ever been tested for STDs. When Stephanie suggests to Victor they get tested, he accuses her of saying he's dirty – and anyway, he says, "If you end up with an STD I'll know you cheated on me, because I know I don't have one."

Stephanie goes to her best friend, Alex, who is constantly telling Stephanie to break up with Victor. Alex tells her that Victor is a jerk and that she needs to choose – her relationship with Victor or her friendship with Alex. She chooses Victor – partly because she's so mad that Alex would make her choose between them.

Stephanie decides to go on birth control without telling Victor. She goes to her family doctor, who she's been seeing since she was a child, and asks for a prescription for birth control pills. Her doctor stares at her for a few minutes then says, "I thought you were a good girl." Shaking his head, he writes the prescription for the pill, which she has filled. The pharmacist says, "Be sure to start these on the Sunday after you start your next period." Stephanie says, "I have really irregular periods – I didn't even have one last month." The pharmacist suggests Stephanie take a home pregnancy test just to be safe, which she does when she gets home – and finds out she's pregnant.

Stephanie is desperate to talk with Alex about this, but he's not speaking to her. She does not want to have a baby – she's planning to go to college, and she thinks this will have a real impact on whether she can do this. She doesn't want to place the baby for adoption and besides she knows that if she continues the pregnancy, Victor will never let her place the baby for adoption. And how can she live knowing she has a child who's being raised without her?

Stephanie decides the best decision for her is having an abortion. She does not feel like she can tell Victor, because he will definitely be against it. So she looks online and finds a clinic near her called "LifeSupport." When she gets there, the person who works there shows her pictures of babies and asks her why she doesn't want to keep the baby – she tells Stephanie she is old enough to have one, and she is lucky to have a partner who would support her. She tells Stephanie that she is not, however, old enough to get an abortion in their state without parental consent, and that if she tries to, she can be arrested and put in jail until the baby's born. And then she'll never see the baby again.

Stephanie leaves the clinic confused and really upset. Victor keeps texting her to see what's going on, but she doesn't answer. When she gets home, her mother and Victor are waiting for her in the living room. Stephanie sees the pregnancy test she took on the table and realizes she didn't hide it well enough in the garbage. It's really awkward and her Mom looks at the pregnancy test and then at Stephanie and says, "We need to talk."

.....

Who in the story do you think did the right thing?

_____ Stephanie _____ Victor _____ Family doctor
_____ Alex _____ LifeSupport staff

Quiz: What Are My Rights?

1. If a teen becomes pregnant, who has the right decide what the outcome of the pregnancy will be?
 - a. Only the pregnant teen
 - b. The pregnant teen and their parents
 - c. The pregnant teen's partner
 - d. The pregnant teen and their partner
2. Up until when in a pregnancy does someone have the right to have a legal abortion?
 - a. It is only legal in the first trimester (up until 12 weeks)
 - b. It is legal anytime during the pregnancy
 - c. It is legal in the first trimester, and in some states, into the second trimester
 - d. It is legal only during the first 7 weeks
3. Do teens have the right to get birth control from a clinic without parental permission or notification?
 - a. No
 - b. Yes
 - c. It depends on the teen's age
 - d. It depends how the clinic is funded
4. Do teens have the right to buy external or internal condoms at a store no matter their age?
 - a. No
 - b. Yes
 - c. It depends on the teen's age
 - d. It depends on a state's law and the type of contraception
5. If someone gives birth to a baby, but realizes that they don't want to be a parent and knows they don't have family help to take care of the baby, what choices do they have?
 - a. They can bring the baby to a hospital or police station or other "safe house" without getting into trouble
 - b. They can bring the baby to a hospital, but have to do so anonymously so they don't get in trouble
 - c. They must remain the baby's parent and keep it
 - d. They must find another family themselves who will adopt the baby
6. Can a transgender minor begin taking hormones without a parent's permission?
 - a. Yes – as long as they are 13 or older
 - b. No
 - c. Yes – as long as they can pay for it themselves
 - d. They can if it's testosterone, but not if it's estrogen
7. If someone over the age of 17 has sex with a person who is under the age of 17, is it against the law?
 - a. No
 - b. Only if it is their first time having sex, depending on the state they live in
 - c. Yes
 - d. It depends on the age of the younger, and on the state they live in
8. Does a teen have the right to get tested for STDs at a clinic without their parents' permission or consent?
 - a. Yes
 - b. Only if they are being tested for a viral infections, like HIV or HPV
 - c. Only if they have already had an STD
 - d. No

Teacher's Guide: What Are My Rights?

1. If a teen becomes pregnant, who has the right to decide what the outcome of the pregnancy will be?

a. The pregnant teen

Although a pregnant teen (or person of any age!) may find it useful to speak with their partner (if they are in a relationship) or a parent, caregiver or other trusted adult about their decision, in the end it is that person's legal decision about what to do.

In some cases, however, the decision they make may require parental consent or notification. For example, in our state, a teen who chooses to have an abortion must [have parental consent, notify one or both parents – fill in the information relating to your state from http://www.guttmacher.org/statecenter/spibs/spib_PIMA.pdf]. In most cases, states that require parental consent or notification also have alternate legal procedures in place for teens. For example, a teen can go to a judge to have permission granted to have the abortion. This is called “judicial bypass.”

2. Up until when in a pregnancy does someone have the right to have a legal abortion?

a. It is legal in the first trimester, and in some states, into the second trimester

Nationwide, abortion is legal through the first 12 weeks or first trimester of pregnancy. Different states, however, have different laws about when after that abortion can no longer be done – or when it can be done but requires a second physician to be involved in the procedure. This often depends on what's called “fetal viability,” or when a fetus could survive on its own outside of the uterus. In our state, the law says that [fill in the law information from http://www.guttmacher.org/statecenter/spibs/spib_PLTA.pdf].

3. Do teens have the right to get birth control from a clinic without parent permission or notification?

a. It depends how the clinic is funded

Most states have laws that permit minors (people under the age of 18) to obtain contraceptive methods without parental consent or notification. A few states, however, don't specify contraceptive methods but just refer to access to healthcare in general. Generally speaking, most clinics who provide contraception receive funding from the federal government under something called “Title X” (that's Roman numeral ten, not an “x”), but most private doctors do not receive Title X funding. If a clinic receives Title X funding they must provide contraception without a parent/ caregiver's consent. It's always a good idea to ask, when making an appointment or when you arrive at the clinic, what their policy is about parental consent.

In addition, methods that are designed to be permanent – like vasectomy and tubal ligation (sterilization) are not available in the US for people under the age of 18. This is considered the legal age at which a person can consent to have any kind of surgical procedure, and these methods would fall under that category.

4. Do teens have the right to buy external or internal condoms at a store no matter their age?

b. Yes

Some adults may disagree with the idea of young people having sex, rather than being impressed by how responsible they are being by knowing they need to use condoms of some kind to protect against STDs and/or pregnancy. If a store owner were to say, “No, you're too young” to someone under the age of 18, that person needs to clearly, but respectfully, inform that person that they have a legal right to purchase condoms – there is no minimum age requirement.

5. If someone gives birth to a baby, but realizes that they don't want to be a parent and knows they don't have family help to take care of the baby, what choices do they have?

a. They can bring the baby to a hospital or police station or other "safe house" without getting into trouble

All 50 states have what are called "safe haven" or "safe surrender" laws that allows someone who has given birth but cannot care for the baby the opportunity to bring the baby to a designated place without being arrested for child abandonment. Each state and area will have designated a different place – and will have a maximum age for the baby, after which time the law no longer applies. In our state, the law is [look up and provide the law for your state from <https://www.childwelfare.gov/pubpdfs/safehaven.pdf>]

6. Can a transgender minor begin taking hormones without a parent's permission?

b. No

A parent or caregiver must consent to a transgender minor - a person under 18 -beginning hormones that will help that young person transition from the sex they were assigned at birth to their true gender identity. One of the reasons for this is that the hormones are expensive, as is the pre-care and therapy that many young people will have in preparation for taking hormones.

Some trans young people, however, do not live with their parents or caregivers – or were kicked out of their homes because they are trans. These young people may end up accessing hormones on the street – which is a very risky practice, both in terms of the quality of hormone and the potential for sharing needles. Some health clinics serving trans youth will try to intervene in order to serve the young person and keep them safe – but, again, it is expensive to do so and cannot be expected at all youth health centers, clinics or doctors' offices.

7. If someone has sex with a person who is under the age of 17, is it against the law?

d. It depends on the age of the younger person, and on the state they live in

Most, but not all, states in the U.S. have an "age of consent" law. That's the age at which the law says a young person is legally able to consent to have sex with another person. The age of consent ranges from 16 to 18. In some states it is illegal for two people under the age of consent to have sex, even if they were both the same age. Other states allow sex between two people if the older of the two is within a certain age range. For example, in Alabama, the age of consent is 16; the allowable age span relating to that is 2 years. So if a 17-year-old and a 15-year-old had sex, it would not be seen as against the law. But if a 17-year-old and a 14-year-old had sex, the older person would have committed statutory rape. "Statutory" means "legal" – so there does not have to be a physical assault or force involved for it to be rape under this law.

8. Does a teen have the right to get tested for STDs at a clinic without their parents' permission or consent?

a. Yes

A teenager should always ask the clinic's policy on consenting to a service and confidentiality of test results. The only thing a teen needs to keep in mind is that if they plan to pay for their tests using their parents' or caregivers' health insurance, the parent(s) or caregiver(s) will know that the test has been done. Many clinics will offer low-cost or free testing to teens and will make sure the services done are completely confidential.

Homework: Can I, Or Can't I?

Name: _____ Date: _____

Instructions: At the bottom of this sheet are several websites at which you can access the answers to the questions listed on this sheet. Please use those sites to complete this assignment in the space provided.

1. Do I need to get my parents' permission to get birth control at a clinic?
2. If I/my partner want to have an abortion, but live in a state where I/they can't get one, what are the options?
3. If I/my partner wants to have a baby, can someone's parents/caregivers force them to get an abortion or place the baby for adoption?
4. Are there any sexual behaviors that are illegal for me to do at my age?
5. If I /my partner is a young parent, can we make medical decisions for our own child?

SOURCES:

http://www.guttmacher.org/statecenter/spibs/spib_PLTA.pdf
http://www.guttmacher.org/statecenter/spibs/spib_OMCL.pdf
http://www.guttmacher.org/statecenter/spibs/spib_MRP.pdf
<http://www.legalmatch.com/law-library/article/abortion-rights-of-minors.html>
<http://www.legalmatch.com/law-library/article/statutory-rape-the-age-of-consent.html>

Let Me Tell You

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

SH.12.IC.1 – Demonstrate skills to communicate with a partner about STD and HIV prevention and testing.

SH.12.INF.1 – Analyze factors that may influence condom use and other safer sex decisions.

TARGET GRADE: Grade 10
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Communication signs (prepared as described)
- Masking tape
- STD Communication Scenarios, (prepared as described)

ADVANCE PREPARATION FOR LESSON:

- Print out the communication signs 1-6. Photocopy signs 1, 2 & 3 onto paper of one color, and signs 4, 5 & 6 onto paper of a different color. You will need to make a second copy of each sign on white paper.
- Post signs 1, 2 & 3 around the room, one on each of the side walls and one on the back wall as space allows. Post one set of signs 4, 5 & 6 around the room similarly, but away from the first set. Keep the second copy of the signs aside for use in class.
- Tear off at least 6 two-inch pieces of masking tape and attach loosely to the white board for use during the activities.
- Each of the four STD Communication Scenarios contains two parts, a role for Partner One and a role for Partner Two. Print out enough copies of the STD Communication Scenarios so that each pair of students will get one scenario. Cut each scenario in half and either clip them together with a paper clip or put each scenario into an envelope so each student pair will have a scenario containing both a Partner One and Partner Two role.

LEARNING OBJECTIVES:

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

1. Explain the impact of having a communication style that is similar to or different from a partner on the ability to communicate about important topics. [Knowledge]
2. Demonstrate how to communicate with a partner about STD risk and protecting their own and their partner's sexual health. [Knowledge, Skill]
3. Demonstrate an understanding of where and how to be tested for STDs both in person and at home. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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

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PROCEDURE:

STEP 1: Say to the students, “All of us in this room are unique individuals, yet we will often find we have some things in common. We’re going to start today’s class by looking at what we do and don’t have in common in social situations.”

Say, “I’m going to ask you to think about how you feel about talking – specifically talking, not texting – when you’re with a group of friends. I’ve placed three [say color of signs] signs around the room. One reads, ‘I’m the one who does most of the talking,’ another reads, ‘I like to do some of the talking, but it’s a balance,’ a third reads, ‘I prefer to sit back and listen to everyone else talking but don’t talk much myself.’ Please think about which of these signs applies to you, then go up and stand beneath that sign. If you think you could fit under more than one sign depending on the circumstance, please go stand under the sign that reflects what first came to your mind.” Give students a minute to decide and stand under their sign.

Say, “I’m going to give you a minute to talk among yourselves about why you chose to stand where you are standing. Then we’ll have a chance to talk as a larger class about it.”

Note to the Teacher: If you have only one student standing beneath a particular sign, be sure to go over to make sure they have someone to talk with.

After about a minute, stop the student conversations. Say, “Look around the room – what do you notice about our class based on how many people are standing beneath which sign?” (Possible responses may include, we have a lot of talkers in class, we have a lot of people in class who don’t like to talk, etc.)

Starting with the group that has the smallest number of students standing in it, ask for a few students to explain why they chose to stand where they did. Repeat back or paraphrase what students share. Move to the second and third groups and do the same.

Say, “Now, I’m going to ask you to think about being in a romantic relationship with someone – whether it’s someone you’re with currently, or someone in the future if you aren’t in a relationship now. Around the room you’ll see signs that are [say the color of the second set of signs]. Thinking about when you’re one-on-one with a partner, I’m going to ask you to think about how you talk with them or imagine you would talk with them about something important. The first sign reads, ‘I like to be the one to bring things up and do most of the talking.’ The second sign reads, ‘I like it when it’s a balance where we both talk back and forth.’ The third reads, ‘I don’t bring stuff up. If they have something to talk about, they can bring it up.’”

Ask students again to think about how they are, one-on-one with a partner or how they think they’d be with a future partner, and ask them to move to that sign. Ask them to, again, talk among themselves about why they chose to stand where they did. If there is only one student standing beneath a particular sign, be sure to walk over and stand with that student so they have someone to talk with.

After about a minute, ask the students to stop their conversations. Again ask for a few people from each group to contribute why they chose to stand where they did.

Process, using the following questions:

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

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- Was there much difference from the first set?
- Why do you think that is?

Ask three students to volunteer to take down the second set of signs and bring them to you and have everyone sit down. (15 minutes)

STEP 2: As students are returning to their seats, post the duplicate sets of signs on the board in two columns next to each other:

I'm the one who does most of the talking

I like to do some of the talking, but it's a balance

I sit back and listen to everyone else but don't talk much myself

I'm the one who does most of the talking

I like to do some of the talking, but it's a balance

I sit back and listen to everyone else but don't talk much myself

Say, "Take a look at the styles up here. What do you think happens in a relationship when there are two people who both like to bring things up and do most of the talking?" Probe for, "they may talk over each other and not listen."

Ask, "What about when both people feel there should be a balance?" Probe for, "they probably will have really good conversations – as long as they both are honest and proactively bring this up when they need to."

Ask, "What happens when neither person feels like they want to bring things up?" Probe for, "They probably don't talk a lot, it's probably really hard for them to have serious conversations."

Say, "A lot of times, we will be drawn toward people who are similar to us in a variety of ways – similar likes and dislikes, similar ways of communicating, like what you see here. But many times, we end up with people who are really different from us. This can have an impact on how we communicate with each other.

For example [switch card two with card three in the right-hand column], what do you think would happen between two people when one never wants to talk about anything, and the other does best when there's an equal exchange?" Probe for, "it may get frustrating for them – the one who likes to bring things up and hear from the other person can get impatient, and the other one who doesn't like to talk may feel pressured."

Say, "Regardless of how we communicate and how our partner communicates, we need to be able to do this. And it's not just talking about, 'How was your day?' There are lots of really important things relating to your sexual relationship that you need to figure out how to communicate about so you have a positive, healthy relationship. We're going to look at how to do that now." (10 minutes)

STEP 3: Divide the class into pairs. Once they are settled, say, "For the purposes of this activity, I'm going to ask you to pretend you are in a romantic and sexual relationship.

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Please remember our groundrules about respect; this is a totally hypothetical situation that's for the purposes of our class discussion only.

Note to the Teacher: *It can help to have your class groundrules posted in a visible place for this lesson for easy reference. Also, this activity can bring up discomfort for some students, which may appear as reinforcing stereotypical gender roles within the activity and/or homophobic comments at times if two males are paired together. It can help to anticipate these reactions so you can be ready to intervene when necessary.*

I'm going to come around the room and give each of you one half of the same scenario and ask you to talk about the issue that's listed. Please do not show your role to your partner, because your roles are slightly different. Communicate as you typically would, you don't have to play a role when it comes to that, just be yourselves.

I'm going to give you a few minutes to work to reach the goal listed there. You will have about 5 minutes in which to do this."

Answer any questions, and have them get started. (8 minutes)

STEP 4: After about 5 minutes, ask the pairs to stop. Process using the following questions:

- What was it like to do that?
- What was [fill in students' responses] about it?
- How many pairs reached the goal of the assignment? How many didn't?
- For those who reached the goal, please describe the scenario you had and explain why you think you were able to reach the goal.
- For those who were not able to reach the goal on your assignment, please describe the scenario you had and why you think you weren't able to.
- In what way did the fact that it was about discussing STDs make it easier or harder to have these conversations or reach your assigned goal? Why?
- What do you think would have been different about the scenarios if you were having these conversations by text instead of in person? What does that tell you about texting vs. in-person conversations about tough topics?

Ask, "What does doing this tell you about communicating with a partner about STDs and sexuality in general?" Probe for:

- It takes work!
- It takes more time than you think – it's more than a quick, "Hey, we should use condoms" "Okay!"
- Our communication styles have an impact on our relationships – and the better and more clearly we communicate in our relationships – no matter what that looks like – the better they will be.

Explain the homework assignment and close the class. (17 minutes)

Let Me Tell You

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The forced choice activity at the beginning of the lesson will fulfill the first learning objective. The paired communication scenarios will achieve the second learning objective. The homework assignment will achieve the third learning objective.

HOMEWORK:

Students will find one place where they can get tested in person for STDs and HIV and explain the process.

(Note to the Teacher: Once you have collected the homework, you may wish to combine the responses and create a resource for your students to take home as a resource so they know the full spectrum of options for STD testing and treatment in your community.)

Scenario A

PARTNER ONE

You and partner two haven't yet had sex, but have been talking about it. You and your partner each have had one partner before and have used condoms. You need to talk about what you're going to do sexually and what steps you're going to take to avoid STDs (and pregnancy, if that's an issue).

Your goal: Reach agreement on what you plan to do to reduce your STD risk when you do have sex.

Scenario A

PARTNER TWO

You and partner one haven't yet had sex, but have been talking about it. Your partner has only had one partner before – and although you told them that you'd only had one partner before, you actually have had four others. You just didn't want to tell them because you were worried they wouldn't want to be with you. You've never been tested for STDs but feel fine.

Your goal: Reach agreement on what you plan to do to reduce your STD risk when you do have sex.

Scenario B

PARTNER ONE

You just met partner two at a party, and you are totally into each other. You are in a room away from the rest of the party and have been making out and are pretty sure you two are going to have some kind of sex. You've had oral sex before, but no other kind of sex. You definitely don't want to get an STD and you don't think you've had one.

Your goal: Reach agreement on what you plan to do to reduce your STD risk in that moment.

Scenario B

PARTNER TWO

You just met partner one at a party, and you are totally into each other. You are in a room away from the rest of the party and have been making out and are pretty sure you two are going to have some kind of sex. You've had sex before, but don't like using condoms because it doesn't feel the same. You had chlamydia last year, took medicine to clear it up, and don't think STDs are a big deal. You do, however, definitely want to have sex right now with this person!

Your goal: Reach agreement on what you plan to do so you both feel okay about doing whatever you decide to do sexually and about their concerns about STDs.

Scenario C

PARTNER ONE

You and partner two have been in a relationship for about four months. You have had several different kinds of sex and have used condoms most of the time. When they went away with their family for a long weekend, you had sex with someone else and didn't use condoms. You really care about your partner – this other person means nothing to you, it just happened. But you don't know anything about the other person's STD status.

Your goal: Tell your partner about what happened and figure out what you should do about figuring out your STD risk and protecting both of you moving forward.

Scenario C

PARTNER TWO

You and partner one have been in a relationship for about four months. You have had several different kinds of sex and have used condoms most of the time. You are monogamous – meaning, you only have sex with each other, no one else. Neither of you has ever had an STD – but you've also never talked about it. You think it's time for you two to stop using condoms altogether so you can really feel close to each other all the time. You really want to be with your partner, no matter what, and are committed to being in it together.

Your goal: Talk with your partner about what you think should happen in the relationship, and figure out what you should do about figuring out your STD risk and protecting both of you moving forward, especially if you plan to stop using condoms.

Scenario D

PARTNER ONE

You have been on the pill for a few months because you had some issues with acne. You and partner two have been together for a while and been having sex and using condoms. Partner two is really worried and always wants to use two methods. You would prefer to stop using condoms since you are a faithful pill taker, so what's the risk?

Your goal: Stay in the relationship, but maybe stop using condoms...

Scenario D

PARTNER TWO

You and partner one have been together for a while and have been having sex. You always use a condom with your partner although you know they are taking the pill too. You know someone who had gonorrhea and even though it cleared up really quickly once they took some medicine, it freaked you out. You really, really like partner one and don't want to mess things up but also want to make sure to keep doing everything you can to protect both of you.

Your goal: Stay in the relationship, no matter the cost.

Homework

STD Testing: What Are My Options?

Name: _____ Date: _____

INSTRUCTIONS: Please find one place in your community that does STD testing, and describe the process below. **NOTE: You do NOT need to actually get tested, you just need to find out what someone needs to do in order to get tested.**

Name of testing site: _____

Address: _____

How far is the clinic from home? What about from school? What are directions to get there from both? _____

What are the days of the week and hours the clinic is open? _____

How much does it cost? _____

Do they take insurance? Yes No

Who would you bring with you to get tested? Why? _____

If you were to test positive (meaning, you had an STD), who would you go to for support? What would you want/need from them? _____

**I'm the one who
does most of the
talking**

**I like to do some of
the talking, but it's
a balance**

**I sit back and listen
to everyone else
but don't talk much
myself**

**I like to be the one
to bring things
up and do most
of the talking**

**I like it when it's
a balance where we
both talk
back and forth**

**I don't bring stuff
up. If they have
something to talk
about, they can
bring it up**

Using Technology Respectfully and Responsibly

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.CC.4 – Evaluate the potentially positive and negative roles of technology and social media in relationships.

HR.12.SM.2 – Describe strategies to use social media safely, legally and respectfully.

TARGET GRADE: Grade 10
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it and the video described above and website queued up
- LCD projector and screen
- PowerPoint: "U.S. Sexting Laws"
- Worksheet: "Sexting Scenarios" – one per every three students
- Extra pencils in case students don't have their own
- Homework: "Spreading the Word" – one per student

ADVANCE PREPARATION FOR LESSON:

- Either download this video or ask your IT person at school to unblock this site for you to use in class: <https://www.youtube.com/watch?v=bhMXI31xf0U>.
- Sexting is a particularly sensitive topic within sexuality education. You may wish to show this lesson and the video to your Supervisor or Building Principal to ensure they support its use.
- Go to http://mobilemediaguard.com/state_main.html (U.S. Sexting Laws) and look up your state's laws on sexting. Be sure to ask your IT person at school to unblock this site for you to use in class.

LEARNING OBJECTIVES:

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

1. Define what sexting is. Describe two disadvantages and two reasons why someone may sext. [Knowledge]
2. Identify at least two connections between child pornography and sexting laws. [Knowledge]
3. Describe at least two facts relating to sexting laws in their state. [Knowledge]
4. Explain at least two options for people involved in sexting situations. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Start class by saying, "We're going to be talking today about how we use technology with friends, partners and even people we don't really know. Let's start by looking at this brief video, which we'll discuss together afterwards." (1 minute)

Using Technology Respectfully and Responsibly

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

STEP 2: Show the video and stop it at 4:13 when the narrator starts to talk about having a larger discussion about consent. Process by asking the following questions:

- What do you think about sexting?
- Using both the video and some of your own thoughts, why do you think some people might sext?
- What are some of the potentially negative things about sexting?

Say, “Laws regarding sexting are different in every state – but one thing they have in common is that a naked photo of someone under the age of 18 is considered child pornography, and child pornography is illegal. But what does that mean when someone has taken their own picture and send it to someone else? What happens if the person who sent it consented, and the person who received it consented, and they didn’t share it with anyone else? Is it okay then?” (8 minutes)

STEP 3: Go through the PowerPoint, “U.S. Sexting Laws.” After you have completed slide 4, “The Law Takes This Really Seriously,” say, “Let’s take a look at the laws in our state.” Put up the U.S. Sexting Laws website at http://mobilemediaguard.com/state_main.html and click on your state. Go through what you find there. Ask students what they think of what you just shared. (8 minutes)

STEP 4: After students share their reactions, say, “Once you reach the age of 18, you are legally considered an adult and can decide for yourself what you think is right for yourself regarding sexting. If you are under 18, sexting is illegal.

Divide the class into groups of three. Distribute the scenarios relating to sexting and ask them to discuss together what they would do and then write their ideas down on the worksheet. Tell them they have about ten minutes in which to work.

***Note to the Teacher:** If your students would respond to movement, an alternate is to copy two sets of the scenarios so you have six total and post one set on each side of the room. Then divide your class into six groups and have three groups rotate through the scenarios on one side of the room while the other three groups do the same on the opposite side of the room.*

(12 minutes)

STEP 5: After about 10 minutes, ask students to stop. Have a volunteer read the first scenario aloud, and then ask that group to share what they came up with. Ask other groups whether they had anything different or anything to add. Have a different volunteer read the next scenario and then share from their group what they came up with. Again, ask other groups whether they had anything different or anything to add. Continue in this way until all three scenarios have been discussed. (15 minutes)

STEP 6: Return to the PowerPoint, moving to the last two slides, titled, “What Can You Do?” Read through the points on these slides.

Say, “This isn’t easy to talk about, and you may still have questions. Please remember you can always talk with me – or, you may wish to continue this conversation at home with a parent or caregiver or any other trusted adult you feel you could speak with about this topic.”

Using Technology Respectfully and Responsibly

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

Describe the homework assignment and close the class. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Watching and discussing the video will achieve the first learning objective. Going through the PowerPoint and website information will achieve the second and third learning objectives. Completing the scenario worksheets will achieve the fourth learning objective.

HOMEWORK:

Have students tell four other students about what they learned in class today and complete the "Spreading the Word" worksheet.

Worksheet: Sexting Scenarios

SCENARIO ONE

Another student at school has started asking your friends about you. You think they're kind of cute and might be interested in something with them, but you're not quite sure. Somehow, they get your cell number and text you, "Hey." You're not expecting that, so you text back, "Who is this?" The answer you get is, "It's me," followed by a naked picture of them.

What should you do?

SCENARIO TWO

You're in a relationship with someone, and you're really into each other. Part of your relationship is to send sexy texts back and forth, talking about how attracted you are to each other. One day, your partner texts, "How about sending me something I can look at and think of you?" You don't see anything wrong with it, especially since things are so good between you. You send a naked pic with the text, "Just 4 you, k?" They text back how much they love it. The next day, three different people tell you how hot they thought your picture was.

What should you do?

SCENARIO THREE

You and your partner have been together for 3 months. You like each other's friends, you like spending time together, you're really in sync with what you do and don't like sexually. You have sexted each other a few times, both texts and sexy photos. Neither of you has shared your pictures with anyone else, and promised you never would. As the school year goes on, you meet someone you click with instantly. You're instantly hooked, and feel you need to be the one to tell your partner that it's over. Unfortunately, they find out from someone else and freak out. They go to their Instagram account, and start posting the naked photos they have of you online.

What should you do?

Homework: Spreading the Word

Name: _____ Date: _____

INSTRUCTIONS: Lots of students don't know the information we went over in class today. Your job is to find four different people your age between now and next class and share two things about sexting you remember from class with them. Then complete the table below and hand it in next class.

	First name of student you spoke with	Date of conversation	What two things did you share with them from class?	How much of this was new to them?
1				
2				
3				
4				

U.S. Sexting Laws

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

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

Did You Know...?

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

This Means...

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

The Law Takes This Really Seriously!

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

What Can You Do?

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

What Can You Do?

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

Our Space, Safe Space

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

ID.12.SM.1 – Explain how to promote safety, respect, awareness and acceptance.

ID.12.ADV.1 – Advocate for school policies and programs that promote dignity and respect for all.

PS.12.ADV.1 – Advocate for safe environments that encourage dignified and respectful treatment of everyone.

TARGET GRADE: Grade 10
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint loaded onto it
- LCD projector and screen
- PowerPoint: "Advocating for Change at School"
- White board and markers
- Extra pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

Locate and review your current district policy relating to LGBTQ people, as well as any school-specific information relating to safe spaces.

LEARNING OBJECTIVES:

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

1. Identify at least two things their school does well around LGBTQ inclusion, and at least two things they could improve upon. [Knowledge]
2. Demonstrate an understanding of what advocacy and lobbying are, and how they can be used to make change at school. [Knowledge]
3. Demonstrate how to make a persuasive argument for policy change. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Explain that today's class is going to look at your school's environment around equality and inclusion, honing in on how the school is doing around making sure people of all sexual orientations and gender identities are respected.

Begin the PowerPoint, going through slides 1 – 3, which define advocacy and lobbying.

Go to the next slide with the pictures of the puppy and kitten on it. Make four groups of about equal size with two being "dog" groups and two being "cat" groups. Say, "I'd like you to pretend that our school is looking to change its mascot. The school has narrowed their selection down to two options, either a dog or a cat. The members of the two groups that were assigned 'dog' need to make a strong case for why a dog should be the school mascot. The other two groups need to make a strong case for why a cat should be the school mascot. All groups will be presenting their argument to me and I will make the final decision."

Our Space, Safe Space

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

Say, "Before you start working, there are a few things about me you need to know as you make your case:

- I am allergic to cats, but have always wanted one
- I currently have a dog, and students often see me at the park with my dog

Note to the Teacher: *Even if these statements about you are not true, please either use them as written, or add in your own statements about how you feel about cats and dogs.*

I'm going to give you about five minutes to talk in your small groups and come up with several key points that you think would make a strong case for a cat or dog being the mascot." Answer any questions, and ask them to get started. (10 minutes)

STEP 2: After about 5 minutes, call time. Say, "Okay, I'd like you to pretend I'm the principal of our school. You need to convince me that your animal is the best choice for our school. Please select one person from your group to be the representative who will make a one-minute appeal to me about their group's animal. Once I have heard all the arguments, I will make a decision.

Remember, you **ONLY** have one minute... so you want to be as persuasive as you can be to get me to choose your animal. Maybe make some notes about your key points? How would you use what I told you about how I feel about cats and dogs? Good luck!"

Choose one group at random to go, and ask the representative from that group to make their case. When that person has gone, please ask a representative from the second group that had the same animal to add in anything the first group did not say. As they are speaking, write key points on the whiteboard from their arguments. Do the same with the second animal.

Consider what was presented, and then, as the principal, make your decision. Go through the bullet points and explain why. Say, "It's not that the other group did not make a good case for their animal, but here is why I went with this one." (6 minutes)

STEP 3: Process by asking the following questions:

- What was it like to do that? What was [fill in class responses] about it?
- What was it like to come up with your pitch? What was [fill in responses] about it?
- How did you decide what information to use to convince me? What else would have been useful to know about me in making your arguments?
- How did your own thoughts and feelings about and experiences with your group's animal affect the experience?
- How did you decide who in your group would present on behalf of everyone? (If a group selected more than one person, ask about that person as well.)

Say, "What you just did was lobbying. You had an issue, you got some information about the person whose decision you were trying to influence (in this case, I gave it to you, but this was just a sample activity!), you gave compelling reasons for why I should support your cause, and I made a decision." (5 minutes)

STEP 4: Go to the next slide in the PowerPoint, titled, "Why Do We Lobby?" Go through it and the next slide, stopping on the following slide, titled, "The Issue & The Ask."

Our Space, Safe Space

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

Say, “Because this class is part of sex ed, we’re obviously not going to try to put something together for the Principal about the school mascot, or the type of food in the cafeteria, or whether people should be required to take certain courses. We’re going to look specifically at the school environment around being a safe, welcome space for students and family members of all sexual orientations and gender identities.”

Ask, “Generally speaking, what do you think our school does well around this topic?” Give an example you know about your own school. Record student responses on the board beneath a header titled, “We Do These Well.” After you have generated that list, write a header to the right of the first header titled, “We Could Improve on These.” As you are writing, ask students what they think your school could do better on. Record their responses beneath the second header.

Note to the Teacher: *These lists will vary based on the school you are in, but sample efforts that students may say their school could improve on include:*

- We don’t have a GSA
- There are no all-gender bathroom signs
- There are celebrations for different historical months and weeks, but nothing for LGBTQ people (pride)
- There is a lesson in Social Studies on historical LGBT people
- The policy around the prom and other school events only allows different-sex couples to attend together
- There is a dress code, which requires people to wear a particular uniform even though they identify as a different gender
- There is a lot of homophobic language in the hallway (e.g., “you’re so gay” and more)

Once you have put together the two lists, focus on the ones that students said they feel the school could improve upon. Discuss, as a class, which one of these things they think is most important – as well as realistic – and focus in on only that one. Then say, “Okay – let’s see what we can do about it.” (10 minutes)

STEP 5: Divide the class into groups of three. Say, “Please work in your groups to come up with what you think are persuasive arguments for making this change at school. I will give you about five minutes to come up with what you think are the strongest arguments you could present to the Principal. I’m looking for quality of argument, not necessarily quantity.” After about five minutes, ask students to stop their discussions. (5 minutes)

STEP 6: Say, “I’m going to start recording people’s arguments up on the board. Please take notes on what goes up on the board, as it will be part of your homework assignments.” Ask for a volunteer to go first, instructing the other students to cross off anything on what they came up with that has already been stated to avoid repetition.

Once everyone has gone, go through the list and ask whether anyone would make any suggestions to make any of the arguments stronger. Once you have done that, say, “Okay, so we decided on the one thing we’d want to change, and we’ve come up with some

Our Space, Safe Space

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

strong arguments. Now, let's look at what we do next if we can lobby the Principal to make this change happen." (8 minutes)

STEP 7: Return to the PowerPoint and go through the next few slides, through "What Should You Do If the Principal is Indecisive?". Say, "I don't know whether we can actually get a meeting with the Principal about this – but the homework assignment is going to assume that we can. So if we can, we need to be prepared!"

Say, "Each of your groups of three will be assigned one thing to research and bring back to our next class, which can be used to make a strong case to the Principal." Go to the next slide that reads, "Homework" and go through the bullet points.

***Note to the Teacher:** You may wish to instead write these bullet points on the board depending on what is discussed during class.*

Assign one of the bullet points to each of the groups, repeating them as needed based on the number of students/groups in the class. Once the students have written down what their assignment is, go to the last slide and ask them to copy down the websites that appear there to use in their research.

***Note to the Teacher:** If your school has an electronic communications system for students, be sure to post the PowerPoint there or email students so they can have it to refer back to as they do the homework assignment.*

Answer any questions from the day or about the homework assignment. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

In-class discussion and brainstorming will achieve the first learning objective. The PowerPoint presentation and mascot activity will achieve the second, third and fourth learning objectives. The homework assignment will reinforce all of the content learned in the session, and support achieving the third learning objective.

HOMEWORK:

Assignment is on the last two slides of PowerPoint and involves group projects and research.

This lesson was based on a concept and PowerPoint created by Diana Thu-Thao Rhodes.

Advocating for Change at School

(based on a presentation by Diana Thu-Thao Rhodes,
Director of Public Policy, Advocates for Youth)

10th Grade Lesson – Our Space, Safe Space from
Rights, Respect, Responsibility: A K-12 Sexuality
Education Curriculum

What is advocacy?

- Supporting and believing in an issue and trying to get others to support and believe in the same issue



What is lobbying?

- A form of advocacy
- Conducting activities aimed at influencing decision-makers



Which animal will be the School Mascot?



Why do we lobby?

- **To show the personal faces affected by the school's policies or lack thereof.**
- **To help show how much students care about their school.**
- **To influence:**
 - **Policy decisions**
 - **School climate**

You already lobby all the time!

- **Asking your parent(s)/caregiver(s) for permission to do something**
- **We list the arguments for our position, point out the problems with the other side's arguments, and then enlist the help of those who have different types of power.**
- **We use what we know in the situation to try to get our way.**
- **Lobbying the Principal isn't much different!**

The Issue & The Ask

Lobbying the Principal

- 1. Introduce yourself and who you represent**
- 2. Thank the Principal for the meeting**
- 3. State your position clearly, specifically what is wrong and why you think that**
- 4. Make a specific ask (“We would like...”)**
- 5. Provide Informational materials and ask if you can count on their support**
- 6. Thank the Principal again and then go back and meet with your group to decide how you might need to follow up**

What should you do if the Principal...

Agrees with you?

- Thank them for their support**
- Ask for a timeline for the change to happen**
- Ask them to take a larger role by publicizing this change to the entire school**

What should you do if the Principal...

Disagrees with your position?

- **Determine the reasoning for their opposition (concern about parents' reactions, the proposed change would cost money that wasn't budgeted, personal/political values, the school board, etc.)**
- **Remain calm, do not become angry**
- **Thank the Principal for meeting with you**

What should you do if the Principal...

Is indecisive?

- Present your case clearly**
- Ask about the Principal's own viewpoint**
- Ask about specific questions the Principal has and/or who they'd like to hear from to get more information about the issue**
- Keep in touch**

Homework

- Info on the impact of GSAs on all students
- Info on school safety issues for LGBTQ students
- Examples of schools that have made positive changes in their schools and the impact of doing that
- Stories of opposition to making this type of change that was then overcome, and how
- List of 3 to 5 organizations that support schools in making these changes
- Fact sheets about this issue

Websites That Can Help

(the rest you'll have to Google 😊)

- <http://www.glsen.org>
- <http://www.safeschoolscoalition.org>
- <http://www.tolerance.org/lgbt-best-practices>
- <http://www.apa.org/pi/lgbt/programs/safe-supportive/default.aspx>

Trust It or Trash It: Finding Accurate Sex Ed Info

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.AI.1 – Access medically-accurate information about contraceptive methods, including abstinence and condoms.

PR.12.AI.2 – Access medically-accurate information and resources about emergency contraception.

TARGET GRADE: Grade 10
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheet: "Trust It or Trash It?" cut in half
- Handout: "Accurate and Reliable Sexual Health Resources for Teens" – one per student
- Internet-enabled devices placed around the classroom
- Desktop or laptop computer with Internet access and PowerPoint on it
- LCD projector and screen
- Extra pencils in case students don't have their own
- Powerpoint Presentation: Sexuality Information Should Be Reliable, Current And Accurate

ADVANCE PREPARATION FOR LESSON:

- Secure 8 internet-enabled devices (laptops, tablets, etc. if your school allows the use of smart phones, you can invite students to use those, too) that will allow a small group of students to access one of the following sexual health websites:

www.advocatesforyouth.org
www.sexetc.org
www.scarleteen.com
www.kidshealth.org
www.plannedparenthood.org/teens
www.youthresource.org
www.factsaboutcondoms.org
www.itsyoursexlife.org

- Create eight areas in your classroom where students can gather around one of these devices.

LEARNING OBJECTIVES:

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

1. Analyze at least three strategies to distinguish whether a sexual health resource contains accurate and reliable information for teens. [Skill]
2. List at least two accurate and reliable sources of sexual health information for teens. [Knowledge]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Ask, "How many of you have ever gone online to get information about sexuality or sexual health?" After several students have raised their hands, ask, "Have any of you ever gone online, heard something was true, and then come to find later that it wasn't?"

After a few students have raised their hands, say, "The internet

Trust It or Trash It: Finding Accurate Sex Ed Info

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

can be a great source of information – but sometimes misinformation is used to scare or shame young people in the hopes they will be abstinent. There is nothing wrong with being abstinent but fear and shame should not be used as weapons. So how can you tell whether what you're seeing is reliable?" (2 minutes)

STEP 2: Go through the PowerPoint presentation. When you have finished say that you are now going to do an activity to look at whether a particular sexual health-related website is one they can trust – or one they should trash – based on the criteria from the PowerPoint. (10 minutes)

STEP 3: Divide students into eight groups and assign each group a location where you have located an internet-enabled device. Once students have settled in their groups, say, "Each group will get a worksheet with a different sexual health website on it. You are to examine the website together as a group and answer the three questions on your Trust It or Trash It worksheet. Once done reviewing the site, the group will vote on whether they would tell their friends to use this website if their friend was looking for more information about sexuality." Ask if there are any questions about the directions, and distribute one worksheet per group. Tell groups that they will have about 10 minutes to complete their task. (15 minutes)

STEP 4: Gather the group's attention when ten minutes have passed and ask them to stop their work. Acknowledge that each group had a different website and quickly have each group share the URL of the website and whether they would recommend trusting it or trashing it. Tell students that you made sure they were only looking at good quality sites so they would learn where they can go if they or their friends need more information. Have students then return to their original seats and facilitate a discussion by asking:

- What was it like to do that?
- What was (insert student responses) about it?
- How did you figure out "who said it" on each of your websites? What did that information tell you about the accuracy of your site?
- Who was able to find out "when they said it" and what did that tell you about the accuracy of your site?
- What were you able to find about the organizations that created these websites and what did that tell you about "how did they know" for the content of each site?
- Ask whether they would recommend their site to a friend. Why or why not?

As you process, ask for one or two groups to present their website. Be sure to put this website up on the screen in front of the room so students can see and refer to it. (20 minutes)

STEP 5: In closing, explain that there is a lot of information on the internet that is reliable and accurate and a lot that is not. Taking the time to look at what and who are behind the information you look for will help ensure you are getting what you need to make healthy decisions. Distribute copies of the handout "Accurate and Reliable Sexual Health Resources for Teens" and close lesson. (3 minutes)

Trust It or Trash It: Finding Accurate Sex Ed Info

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first learning objective will be accomplished in the teacher-lead review of the Trust It or Trash It model and practiced during the review of the sexual health website. The final learning objective will be accomplished by both the review of the sexual health website, the class discussion that follows and the distribution of the resource handout.

HOMEWORK:

None.

Trust It or Trash It? Worksheet #1

Website: www.advocatesforyouth.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends?
Why or why not?

YES

NO

Trust It or Trash It? Worksheet #2

Website: www.sexetc.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends?
Why or why not?

YES

NO

Trust It or Trash It? Worksheet #3

Website: www.scarleteen.com

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends?
Why or why not?

YES

NO

Trust It or Trash It? Worksheet #4

Website: www.kidshealth.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends?
Why or why not?

YES

NO

Trust It or Trash It? Worksheet #5

Website: www.plannedparenthood.org/teens

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? Why or why not?	YES	NO
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Trust It or Trash It? Worksheet #6

Website: www.youthresource.org, then click on "Health Topics"

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? Why or why not?	YES	NO
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Trust It or Trash It? Worksheet #7

Website: www.factsaboutcondoms.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? Why or why not?	YES	NO
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Trust It or Trash It? Worksheet #8

Website: www.itsyoursexlife.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? Why or why not?	YES	NO
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Accurate and Reliable Sexual Health Resources for Teens

WEBSITES:

www.sexetc.org	Sexual health information written by teens, for teens
www.scarleteen.com	Sexual health information on a wide range of topics
www.youthresource.org	Sexual health information for gay, lesbian and bisexual teens
www.factsaboutcondoms.org	Information about preventing STDs and safeguarding sexual health
www.plannedparenthood.org	Information to find Planned Parenthood in your community
www.itsyoursexlife.org	Sexual health information including birth control and STDs
www.thetrevorproject.org	Crisis intervention and suicide prevention for LGBTQ youth.

HOTLINES:

1-800-230-PLAN	Locate the nearest Planned Parenthood health center
1-800-656-HOPE	Rape, Abuse and Incest National Network
1-866-488-7386	The Trevor Project
1-800-342-2437	National HIV/AIDS Hotline
1-800-227-8922	National Sexually Transmitted Infection Hotline
1-800-662-HELP	National Drug and Alcohol Treatment Hotline
1-800-HIT-HOME	National Youth Crisis Hotline
1-800-877-6736	Independent Adoption Center

Trust It or Trash It

10th Grade Lesson from
Rights, Respect, Responsibility: A K-12
Sexuality Education Curriculum

Sexuality Information Should Be **Reliable, Current and Accurate**

(What does that mean?)

Reliable

Reliable information is
consistently of good
quality; **consistently**
trustworthy

Current

Current information means
it's based on the **latest**
research and what's going
on in the world today

Accurate

If information is accurate, that means it's correct and **free of errors.**

In this case, it also means it's **free of bias.**

So How Do We Know?

- **Reliability: Who Said It?**
 - Can you find the author's name and are they from a respected organization? Are the sources listed?
- **Currency: When Did They Say It?**
 - Does the information have a date attached to it? If so, is the date within the last five years?
- **Accuracy: How Did They Know?**
 - Is the medical information based on research by reputable groups (i.e. universities, hospitals, government, etc.)? Can you find the same medical information confirmed on other reputable websites? Are they trying to “sell” you a product or point of view? Can you detect any bias from the author?

How Do You See Me?

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

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

NSES ALIGNMENT:

By the end of 12th grade students will be able to:

PD.12.INF.1 – Analyze how friends, family, media, society, and culture can influence self-concept and body image.

TARGET GRADE: Grade 11
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Flipchart sheets (prepared as indicated)
- Flipchart markers - one per student
- Making tape
- Whiteboard and dry erase markers
- Pens or pencils in case students do not have their own
- Extra sheets of 8 ½ x 11 paper in case students do not have a notebook with them

ADVANCE PREPARATION FOR LESSON:

- Prepare sheets of flipchart paper with one of the following headings on each:
 - Blonde-haired, blue-eyed cheerleader
 - Teen dressed in tight, revealing clothing
 - Teen dressed in traditional Muslim clothing
 - Teen wearing baggy clothes, earrings, sunglasses
 - Captain of the basketball team
 - Overweight teen with multiple piercings and tattoos
 - Quiet teen with plain clothing who is a really good student
- Before students arrive, post the flipchart sheets around the room with the bottom half of each folded in half taped up over the headers so they are not revealed.

Note to the Teacher: This lesson can yield very rich, at times intense, discussions. This is part of the activity and can be quite powerful. Try to tolerate the intensity of the discussions as they come up, while paying attention to the students who may be quieter during the activity.

LEARNING OBJECTIVES:

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

1. Describe at least two preconceived notions about particular categories of students. [Knowledge, Affect]
2. Describe at least two similarities between negative self-image and sexual decision-making. [Knowledge]
3. Write at least one positive, affirming message for students who may be feeling poorly about who they are. [Skill, Affect]

A NOTE ABOUT LANGUAGE:

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.

How Do You See Me?

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

PROCEDURE:

STEP 1: Say, “Try to picture your day today thus far. You got to school by walking, or maybe you took a train or a bus, or got a ride from someone. You passed all sorts of people on your way; some of whom you didn’t know, some of whom you did. Try to picture the people you passed this morning. Try to picture the students you saw when you first got to school. How were they dressed? What did they look like? If you can remember, how did you react in your head when you saw them?”

It’s natural to make assumptions about people based on what we see. Sometimes our assumptions will be accurate and sometimes they won’t be. Sometimes assumptions help us learn things about other people, and sometimes they sell those people short.”

Go over to one of the flipchart sheets and say, “Around the room are descriptions of different students that may be at school.” Take down the folded up half of the sheet to reveal one of the categories. Say, “Each student will get a marker. I’m going to ask you to think about the student described on each sheet. What do you think other people say about each of these students? Think of an example or two. Then use a marker and write those down on the flipchart sheet. Just be sure to write small as other students will need to add their own ideas after yours.”

Say, “Some of the things you might imagine people would say about each of these students may not be particularly respectful – for the purposes of this activity, I’m going to ask you to write it anyway, even though we have groundrules about only using respectful language in class.”

Tell students that the only groundrule they have for this lesson is that they may not speak while they go around the room and write the characteristics. Answer any questions. Next ask students to come up and get a marker. As they do that, walk over to the remaining flipchart sheets and unfold them, revealing the headers on each sheet. As students get started, remind them that they need to do the activity in silence.

***Note to the Teacher:** Depending upon what’s generated on the lists, some students may react audibly – they might laugh, say something, or gasp. When that happens, gently remind them to try to stay quiet as they do the work.*

Give students about 5 minutes in which to move around the room and complete their brainstorming. (9 minutes)

STEP 2: After about 5 minutes, ask students to stop where they are, return their markers to you, and return to their seats. Going around the room, ask for volunteers to read what is on each sheet. Once you have gone through all the sheets ask, “What was it like to do that, to create the lists, and then hear them read aloud? What was [add in student responses, e.g. interesting] about it?”

***Note to the Teacher:** Responses to the activity can range from apathy, to sympathy, to empathy, regarding what is actually represented on the sheets.*

Ask, “What do you notice about what is up on the lists?”

Go around the room and reflect on what has been written down. A good deal of discussion will happen at this point. Once it has come to a lull, move to the next question.

How Do You See Me?

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

Say, "Please don't answer this next question aloud, just think about it in your own heads. Look around the room again at the headings. As you re-read them, ask yourself, what gender did you assume each of these people to be? How did you come to that assumption? What about race or ethnicity? What did you assume? Why?" (17 minutes)

STEP 3: Ask, "Where do we get these messages from – the idea that a person who is described in this way [indicate a header] is thought to be this way [indicated the brainstormed list]?" Probe for: The media, family, other friends, etc.

Ask, "Do you think there is pressure to fit into any of these categories? Which ones? Why or why not?"

Ask, "When you read these lists, what do you see that has to do with sexuality?" After a few responses ask, "How could these have an impact on a person's sexual decision-making?" [A person who doesn't feel good about themselves or their appearance may have sex before they want to, or with someone they shouldn't in order to feel better. Someone who does not feel important may be so grateful to have someone interested in them that they might not practice safer sex. Someone who has such an inflated sense of their own importance may feel that they are entitled to sex, etc.]

Ask, "If someone were here right now who represented someone on one of these sheets, how do you think they would feel reading all these?" [Responses will depend on what is generated on each list, but there tends to be more negative reactions than positive]. (9 minutes)

STEP 4: Ask students to take out a sheet of paper and something to write with. Say, "I'd like you to imagine these students are in the room right now. What would you want to say to them? You may wish to just keep one or two of them in mind. Don't put your name on the paper, but write down what you'd say. What would you want to hear if any of these were you? I'll give you about three minutes to write something down."

After about 3 minutes, collect what the students wrote, mix them up, and then redistribute them to the class. Go around the room and ask each student to read aloud what is on their sheet, not disclosing whether they coincidentally received their own. (7 minutes)

STEP 5: Once everyone has gone, ask students, "What did you hear conveyed in the sentiments shared? What are we hoping to communicate to students who are made to feel a certain way because of how they look or what they do?" [Answers will depend on individual student responses].

Say, "By the time students are your age, they've gotten a lot of messages about how they are supposed to look and behave; about what they're supposed to be interested in, and whether and how to express themselves. Some of these messages are positive and empowering, and will serve you all well throughout your lives. Others, however, are limiting and will make you question yourself.

Try to remember, always, that you have the right to express yourselves in ways that resonate with who you are –no one else has the right to judge you for how you present yourself or whether or how you choose to be in a relationship. No matter your appearance, your grades, your gender, your sexual orientation, your body size, etc. you are ALL worthy of love. Each of you is special for exactly who you are." (8 minutes)

How Do You See Me?

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

This lesson is primarily an affective lesson; as a result the lesson as a whole fulfills all of the learning objectives. Teachers will have to assess impact during the class session.

HOMEWORK:

None.

This lesson is based on an activity attributed to Konnie McCaffree, PhD.

My Boundaries

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.IC.2 – Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

HR.12.SM.1 – Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

TARGET GRADE: Grade 11
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Handout: "My Boundaries" – one per student
- Three signs: "Describes Me Completely," "Describes Me Somewhat," "Does Not Describe Me At All" – each of which should be on a different color paper
- Masking tape
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON:

Post the three signs in three different locations in the classroom with enough room near each so that students can stand nearby.

LEARNING OBJECTIVES:

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

1. Define what a boundary is. [Knowledge]
2. Explain at least two examples of types of boundaries. [Knowledge]
3. Clarify what their own boundaries are in relation to physical touch. [Affect]
4. Demonstrate an understanding for the need to communicate about boundaries in a romantic or sexual relationship. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Start class by saying, "Today we're going to talk about the topic of boundaries. Let's start by defining that – what is a boundary?" Write some of the student responses on the board. Sample responses might include, "Something that blocks something else from happening," "a border," "a fence," etc.

Say, "A boundary is a physical or psychological limit that's set up to show how far something goes. There are all kinds of boundaries (write the types on the board as you go through them):

- **Environmental** boundaries include a country's or state's borders. They can also refer to restricted areas of a building. For instance, here at school we have the Teachers' Lounge, or the office.
- **Process** boundaries refer to the parameters around how things happen. These include starting and ending class and school on

My Boundaries

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

time, getting to a doctor's appointment on time, or doing homework before watching a movie, etc.

- **Physical boundaries** include not only whether you have any kind of physical contact with another person, but how much. For example, you may be okay shaking hands with a particular person, but don't want to hug them. You may love to hug, but end up hugging someone who hates to be hugged. You may not be interested in having sex with someone, but you might be okay doing other sexual things with that person.
- **Personal boundaries** refer to how much you share of your personal life. What do you keep private? What do you tell other people?"

Say, "Today, we're going to be focusing on our physical and personal boundaries – what we're comfortable with, and what to do if we're with someone whose boundaries are different from ours." (6 minutes)

STEP 2: Distribute the worksheet, "My Boundaries," and ask students NOT to write their names at the top. Tell them that the sheet asks a number of hypothetical "what would you do" questions for which they are supposed to answer honestly. Tell them they will have about eight minutes to do this, and that when they're done, to please turn the worksheet face down. Remind them again that they should NOT write their names on their worksheets, as you will be discussing the responses in a way that keeps their identity confidential. (10 minutes)

STEP 3: After about 8 minutes, collect the sheets, keeping them face down. Mix them up. Then say, "I am going to redistribute the worksheets now. This way you will be representing someone else's answers honestly, but not your own. Most of you will not get the same worksheet you wrote on. If you do, please don't say anything! We want to keep this confidential." Distribute the worksheets. Point to the signs around the room and say, "We are now going to go through the answers. I am going to read each statement, and you are going to stand beneath the sign that represents what is on your worksheet, not your own opinion. Even though the two may be the same, please don't share if they are. Please also don't share if you disagree with that statement."

Begin reading through each of the statements. Once students are in place, ask them to look around the room and notice how many people are standing beneath which sign.

Once you have gone through all the statements, ask students to hold on to the worksheets they have and return to their seats. Process by asking the following questions:

- Thinking about both the experience of completing the worksheet individually, and then standing under the signs of someone else's worksheet – what was it like to do that? What was (student responses, e.g. interesting) about it?
- What did you notice about where people stood? Did you notice that there was a lot of agreement, or was there more variety regarding how people in this class feel about these boundaries?

Say, "Recognizing your own boundaries is one thing, but to make certain that you have consent, it's equally important to know what your partner's boundaries are, and that takes communication. What if you have different boundaries? Let's look at that now."

My Boundaries

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

Divide students into pairs. Ask them to use the worksheets they have to talk about how similar and how different these two people's boundaries are. Ask them to discuss what they think they should do in situations where there is complete disagreement. For example, if one person has "describes me completely" and the other person has "does not describe me at all," as well as what to do if either or both selected "describes me somewhat."

Note to the Teacher: *While it is possible for two people to get worksheets with the exact same responses, it is not likely to happen.* (16 minutes)

STEP 4: After about 8 minutes, ask students to stop their paired discussions. Ask for volunteers to give examples of statements where the two people are at opposite ends of the spectrum. Once they've read the statement aloud, have them share what they discussed. Ask other students what their reaction is to what they heard.

For example: Say one person says they don't mind being hugged from behind, and one person does not like it at all. What does each partner need to do about that? Probe for the fact that the person who does not like to be hugged from behind needs to tell their partner so that this doesn't happen to them – and so the partner knows. Then the partner needs to respect that boundary and not do it once they've been told.

Continue to discuss the examples, including those in which one or both partner said the statement described them "somewhat." Talk about the concerns of there being some wiggle room and how this can confuse either partner.

Ask, "What does getting consent mean?" Take a few responses and say, "If you haven't communicated about what you each feel comfortable doing, sometimes even if you have, you need to ask for consent each and every time. Silence does not mean yes. Only yes means yes." (13 minutes)

STEP 5: Ask, "Think about what everyone just shared – what themes did you hear? When you're in a relationship with someone, what are your rights and responsibilities when it comes to your boundaries and theirs?" Record responses on the board. If the following aren't shared, be sure to add them:

- **Be clear!** Your partner can't read your mind. If a boundary is important to you, speak up.
- **Don't push.** People can have all sorts of reasons for maintaining a physical boundary in a relationship. It could be as simple as they just don't like doing something to something. Alternatively, it could be more intense as they were sexually assaulted and that behavior triggers them to remember the assault.
- **Always ask for consent.** An absolute yes and an absolute no are usually easier to understand than a "sometimes." If you or your partner are sometimes okay doing something, and sometimes not okay, how will you be able to tell when that is? Only by asking.

Say, "Relationships of all kinds – family relationships, friendships, ect. – require good communication. However, when it comes to intimate and sexual relationships, communication is even more important. Although we all communicate in different ways, it's important to communicate before, during, and after a sexual encounter." (5 minutes)

My Boundaries

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The setup of the lesson will achieve the first and second learning objectives. The “My Boundaries” activity will achieve the third learning objective. The full-class process and paired discussions will fulfill the fourth learning objective.

HOMEWORK:

None.

Worksheet: My Boundaries

INSTRUCTIONS: Please indicate whether you agree or disagree with the following statements by circling the appropriate response below. Please do NOT put your name on this worksheet!

1. If I'm in a relationship with someone, I want to hold hands and walk with our arms around each other to show people we're together.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

2. When I'm watching tv with my partner, I want my own space – I don't want us to snuggle or lean on each other.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

3. When I see someone I know, I'll greet them physically in some way – a hug, handshake, punch on the arm, etc.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

4. I don't like it when someone hugs me from behind.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

5. I think having some form of sex is what makes a relationship a relationship.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

6. I think if one person really wants to try something new sexually, the other person should at least be willing to try it once.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

7. I enjoy play wrestling with a partner.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

8. I think that if you're in a relationship with someone you kind of "belong" to each other. I should be able to touch them, and they should be able to touch me – whenever – and wherever – we want.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

**Describes Me
Completely**

**Describes Me
Somedewhat**

**Does Not
Describe Me
At All**

Is It Abuse If...?

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PS.12.CC.1 – Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence.

PS.12.IC.2 – Identify ways in which they could respond when someone else is being bullied or harassed.

HR.12.IC.1 – Demonstrate effective strategies to avoid or end an unhealthy relationship.

TARGET GRADE: Grade 11
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Laptop or desktop computer and internet connection
- LCD projector and screen
- Speakers to project sound from video
- Five sheets of newsprint paper
- Five markers
- Extra pencils in case students don't have their own
- Masking tape
- Worksheet: "Is It Abuse If...?" – one per student

ADVANCE PREPARATION FOR LESSON:

- Either download the video, "The Signs," from <https://vimeo.com/85676862>, or ask your IT person to make sure that URL is unblocked for use in class.

LEARNING OBJECTIVES:

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

1. Describe at least two characteristics of five different types of relationship abuse. [Knowledge]
2. Explain what, in their own opinion, does and does not constitute relationship abuse. [Knowledge, Affect]
3. Name one online and one hotline resource teens can use to get help if they or someone they know is in an abusive relationship. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Say, "There are a lot of myths out there about sexuality and relationships – particularly as it relates to teens. One myth is that relationship abuse doesn't happen in teen relationships. That's what we're going to talk about today. Actually, statistics show that relationship abuse of all kinds is as prevalent in teen relationships as it is in adult relationships. Often, people can't always tell whether their relationship is abusive or whether they're just going through a rough time with a partner. We're going to figure that out today, along with what to do when you realize you're in an unhealthy or abusive relationship."

Say, "There are a number of different categories of relationship abuse: Physical, Emotional, Psychological, Sexual and Financial." As you name these, write them on the board. "Physical abuse is exactly what it sounds like – hurting someone physically in some way. Emotional abuse is making someone feel bad about themselves by taking away

Is It Abuse If...?

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

their sense of self or self-esteem. Psychological abuse is using threats or intimidation to frighten someone or make them feel like they're losing touch with reality. Sexual abuse is similar to physical abuse, although the abuse is sexual in nature. Finally, financial abuse is when the finances in a relationship – or a person's potential to earn or have money – are controlled by one person. Let's explore what each of these mean." (5 minutes)

STEP 2: Count the class off by fives and assign each group one type of abuse. Give each group a blank sheet of flipchart paper and a marker. Say, "Given the definitions I just shared, please work in your groups to come up with some specific behaviors that would occur under your category. For example, under the physical abuse category would be 'hitting.' Each group will come up with their own unique lists, but there may be some overlap from time to time." Answer any questions and tell the class they have about five minutes in which to complete their brainstorming. (8 minutes)

STEP 3: Stop the groups after about 5 minutes. Ask each group to present what they came up with. Do this by asking one group to contribute one or two of their answers, then go to the next group and ask them to do the same. Continue around the room until all ideas are shared.

Sample responses should include:

PHYSICAL

- Hitting
- Kicking
- Slapping
- Punching
- Pinching
- Restraining
- Choking
- Blocking their way

EMOTIONAL

- Criticizing the person's appearance or intelligence
- Telling the person that no one else would ever want to be with them
- Flirting with other people in front of the person
- Using what they know makes the other person feel vulnerable in an attempt to make them feel worse
- Sharing sexy photos of the other person without their consent

PSYCHOLOGICAL

- Threatening to hurt the other person
- Threatening to hurt people they know or care about (or pets)
- Texting nonstop and expecting the other person to text back by a certain time
- Threatening to hurt yourself if the other person doesn't do what you want
- Spreading rumors about the person

Is It Abuse If...?

*A Lesson Plan from Rights, Respect,
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SEXUAL

Rape

Forcing the other person to do anything sexual they don't want to do

Making the other person watch porn

Sharing sexy photos of the other person without their consent

Refusing to practice safer sex

FINANCIAL

Controlling the money in the relationship

Stealing from the other person

Telling the other person they need to spend time with you instead of going to work

Keeping the other person from going to or finishing school, which limits their ability to earn money

As you go through the lists, ask other groups if they have anything they would add. Ask students what they notice about the lists. Say, "It can be relatively easy to come up with a list of behaviors – especially when we're not in the relationship in the moment. However, sometimes abusive situations aren't so clear." (14 minutes)

STEP 4: Ask students to return to their original seats. Distribute the worksheet, "Is It Abuse If...?" Tell students to read each statement and decide whether they think what is described is abusive, and to indicate their decision by circling the response on the sheet. Tell them they have about 5 minutes in which to do this.

Once everyone has finished, divide the class into groups of four. Instruct students to go through each scenario and discuss their answers. Tell them they can change their answers if they wish. Allow for about 10 minutes for their small group discussions.

Start processing the activity by asking, "What was it like to do that? What was [fill in students' responses] about it?"

Ask students whether they found any of the statements particularly easy to discuss and/or agreed on and why. Then ask them to talk about some that were more challenging to discuss and/or disagreed on and why.

Point out that the gender(s) of the partners were not revealed in the examples. What did you picture in these relationships? Who was an abuser? Who was being abused? Would your responses have changed based on whether the characters were one gender or another? (17 minutes).

STEP 5: Show the video, "The Signs," from <https://vimeo.com/85676862>, stopping it at 3:17 so the students can read the list of signs and have the hotline number in front of them.

Say, "If you or someone you know were in a relationship like any of these, what would you do or advise them to do?" In most cases, students will say, "Dump the other person," or "ask someone for help." Ask students for examples of people to whom a young person in an unhealthy or abusive relationship can go for help, probing for parent(s)/caregiver(s), teachers, coaches, friend's parent/caregiver, etc.

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Say, “Sometimes, people don’t feel they can talk with someone face-to-face. They may feel ashamed of having been in an abusive relationship. Depending on the gender or genders of the people involved in the relationship, the person being abused may be even less likely to disclose that they had been abused and to seek help. So, an anonymous website or hotline can encourage people to be more honest and get the help they need. The one you see on the screen is one example of a hotline that can help. You can also use the National Teen Dating Abuse Hotline at 1-866-331-9474 and www.loveisrespect.org.” (Write these on the board). Answer any questions. Let students know that you and the school counselor are available to talk if they have any questions they’d prefer to ask one-on-one. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Defining and categorizing the types of relationship abuse will achieve the first learning objective. The “Is It Abuse If...?” activity will accomplish the second learning objective. The teacher sharing the “Love is Respect” contact information at the end will accomplish the third objective.

HOMEWORK:

None.

Note: The activity, “Is It Abuse If...?” was created by Elizabeth Schroeder, EdD, MSW, and then subsequently published in the American Journal of Sexuality Education in 2005. This is an adaptation of that activity.

Worksheet: Is It Abuse If...?

1. ... a couple is arguing and when one partner begins to freak out the other gives them a light slap to calm them down?

YES

NO

Comments:

2. ... a person walks their partner to school every morning, meets them for lunch every day, and picks them up at the end of each afternoon?

YES

NO

Comments:

3. ... every time a same-sex couple argues, one of the partners threatens to “out” the other to their family?

YES

NO

Comments:

4. ... an 18-year-old has sex with a 14-year-old?

YES

NO

Comments:

5. ... a couple starts “play-fighting” and they wrestle around on the floor resulting in bruises on one of their arms?

YES

NO

Comments:

6. ... one partner says they want to have sex. Their partner says they’re not ready, but after talking about it, gives in and has sex anyway, even though they really don’t want to?

YES

NO

Comments:

7. ... someone expects to be able to check their partner’s cell phone/texts anytime they wish?

YES

NO

Comments:

Wanted: Qualified Parent

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.DM.2 – Assess the skills and resources needed to become a parent.

TARGET GRADE: Grade 11
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Handout: "Adoptive Parent Applicants" – one per student
- Handout: "Resources for Young Families" (for the teacher to develop) – one per student
- Extra sheets of scrap paper, in case students didn't bring their notebooks
- White board and dry erase markers
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON:

- Research and create a brief handout for the class to take away listing local resources for young families. This could include services in your own school, local non-profits, or through your local department of health or social/human services. A number of states have state-wide teen pregnancy/young family support organizations that can connect you to more local resources. To see if there is one close to you, go to <http://www.advocatesforyouth.org/state-organization-contacts>.

LEARNING OBJECTIVES:

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

1. Describe at least three characteristics of a good parent. [Knowledge]
2. Name at least one local resource a young parent can go to for resources and support. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Ask students whether any of them have ever seen a "want" ad for a job, either in a newspaper or online. Ask, "Has anyone ever seen a "want" ad for a parent?" Most students will laugh or simply say no.

Divide the class into small groups of three. Make sure each group has a piece of paper and something to write with. If they do not, provide from the scrap paper and extra pencils you brought. Ask students to decide who is going to be the writer in the group.

Say, "So, today we are going to create a "want" ad for a parent. Usually, want ads list the qualities the company needs for the position they're advertising for. We're going to do the same with a parent."

Instruct students to talk about and write down a list of the characteristics they think makes someone a good parent. Tell them that they will have five minutes in which to brainstorm their list. (7 minutes)

Wanted: Qualified Parent

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STEP 2: After about five minutes, ask everyone to stop. Ask groups one at a time to share one of the characteristics on their sheets and record their responses on the whiteboard. Instruct other groups to cross off the characteristics from their sheets if another group shares it to avoid repetition.

Although the brainstorm list you will have will be different each time, sample responses tend to include:

- Loving
- Caring
- Patient
- Fun
- Has a home/place to live
- Has a good job
- Has money

When the list has been completed, do not comment on it at this point, except to thank everyone for their participation; do not add any characteristics yourself. (12 minutes)

STEP 3: Ask students to remain in their small groups. Say, "I'm going to ask you all to pretend you work at an adoption agency. You have a new baby, and your job is to place this baby for adoption. You have several applicants who are interested in adopting the baby." Distribute the Adoptive Parent Applicant sheets. Ask for individual students to volunteer to read aloud each of the applicant profiles.

Then tell them that, although they should remain in their groups, they will now have about five minutes in which to review the applicants again, and decide for themselves who they think would make the ideal parents and why. Who do they think is the most qualified? Who would be their two backup options if their #1 candidate(s) fall through? And so on.

After about five minutes, ask everyone to stop. Then ask them to discuss their thinking in their small groups and why they felt that way. Tell them their goal is to reach agreement on the priority order of their top three candidates. Tell them they will have another five minutes in which to discuss and try to reach consensus. As the small groups are discussing, write the names of the applicants up on the board. (8 minutes)

STEP 4: After about five minutes, stop the small group discussions. Ask the small groups to share who their number one candidates were and who their number two candidates were. Record these on the board next to the candidate names.

Ask, "What was it like to do that? What was [insert students' responses] about it?"

Ask students what they notice about the rankings on the board (there may be a lot of agreement, a lot of disagreement, or a mix of both). Ask, "How did you decide on your number one applicant? What made you determine that they were the most qualified? How did you decide who the next two backups would be?"

Wanted: Qualified Parent

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Facilitate a discussion with students, which generates some agreement and some disagreement.

Note to the Teacher: *You are listening for reasons and feedback that are both consistent with, and different from, what they listed on the board as important characteristics for parents. This speaks to the visceral nature behind what people often feel makes someone a good or a bad parent.*

As you discuss the applicants, point out any biases you notice relating to gender (for example, a man who applies) or sexual orientation. In addition, students will often say that teen candidates are not prepared solely because they are teens. If students have not mentioned age on the board as an important characteristic for a parent, point that out. If they did mention age, ask, "What if someone were a teenager, but had all the other characteristics on your list? Could they still be a strong parent?"

Ask, "So, say a teen does become a parent. What can they and their partner do in order to stay in school and also be the best parent they can be? All parents need help. Where to you think young parents can get this help? To whom should they turn?"

Responses may include: from their own parents or other adult caregivers, from other family members, from friends who are young parents, from faith communities, from community-based organizations, and so on.

Say, "No matter how old you are, if you choose to become a parent, it is a HUGE responsibility and a ton of work. It can be a wonderfully rewarding experience – but, people of all ages do better when they have some support in their lives. If there are people your age who are pregnant or who have become parents, they may want to know about these resources." (20 minutes)

STEP 5: Distribute the handout listing local resources for young parents. Ask students whether they have heard of any of them, and if so, what they have heard. Invite students to take these handouts with them and share them with friends as they see fit. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The entire class session will achieve the first learning objective. If teachers create and distribute a brief local resource sheet, they will achieve the second objective.

HOMEWORK:

None.

Adoptive Parent Applicants

1. Will is 33 years old and owns a very successful local bar in town. He lives alone in a one-bedroom apartment he has owned for a few years. He works most nights from 5pm – 1am, and every other weekend. He goes to school part-time to become a chef and dreams of opening a restaurant. Will loves kids and has been a Big Brother through a local volunteer agency several times.

2. Amy is 23. She got married very early and it didn't work out, so after a year together they divorced. She works at the front desk of a health club in town and spends most of her non-work time exercising. She lives alone in a small, one-room apartment and although she dates, she is very lonely. She says that every time she walks by someone with a child on the street, she can't wait to have a daughter of her own; to do things together, share clothes, and talk. She and her mom are best friends and do a lot together, and she really wants to do that for someone else. Her mom is on board and already said she'll help out.

3. Sasha and Ben are seniors who met in middle school. They have been together ever since, and are in love. Sasha works part time at the mall and Ben has received a full scholarship to go to a local state college next year. They love to babysit Ben's baby brother who is two. They also like hanging out with friends and going to the movies. There's nothing they want more than to become parents together and they want to do it now while they have a lot of energy. They are very close with their families and think both their parents and their grandparents would help out with the baby.

4. Chris is 47 and Kiara is 39. They have both been working as lawyers since they graduated from Ivy League colleges and law schools. They both specialize in international law and are out of the country at least once a month. They have two children already and an excellent nanny who takes care of the children, brings them to school, tutors the children in their schoolwork, and even attends their back-to-school night and parent-teacher conferences. Chris and Kiara think parenting is a breeze and would love to have a third child. They're just rarely in the same place at the same time, Kiara would not want to be pregnant again, and so they think adopting would be better.

5. Jaymie and V. are in their early 30s. Jaymie is a college professor and V. is an investment banker. They have lived in their community for about a year and are very involved in LGBTQ issues and rights such as equal housing and having a commemoration of pride in June. They live in a small house in the suburbs, right near the college where Jaymie teaches, and it is an easy commute to the city for V. They are both socially minded in general – Jaymie was arrested several times in their former city during various protests and demonstrations – and want to pass that desire for social justice on to a child. They love to travel and look forward to traveling as a family someday.

6. DeShawn and Rachelle are both in their mid-20s. Rachelle is a bus driver and DeShawn is an accountant. Together they earn a good income. Rachelle went through an anger management class a number of years ago and has been doing really great ever since. They are newly married but have been together since high school. They found out that they both have issues with fertility and are unable to have a child biologically so they are very eager to adopt.

Gender and Sexual Orientation: Understanding the Difference

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

ID.12.CC.1 – Differentiate between biological sex, sexual orientation, and gender identity and expression.

ID.12.INF.1 – Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.

TARGET GRADE: Grade 11
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers (have several different colors)
- Flipchart sheets prepared as described
- Flipchart markers (at least 6 of different colors)
- Masking tape
- Two greeting cards for parents of a new baby as described in "advance preparation"

ADVANCE PREPARATION FOR LESSON:

- Purchase two greeting cards that would be given to someone who just had a baby, one that would stereotypically be given to a parent of a baby boy, and one that would stereotypically be given to a parent of a baby girl. If you can find the same or a similar version of the cards for the genders, that's ideal; otherwise, two that are clearly gendered as "male" and "female" will work.
- Prepare six flipchart sheets with one gender and sexual orientation listed at the top (Heterosexual Woman, Heterosexual Man, Lesbian, Gay Man, Bisexual Woman, and Bisexual Man). These headers should each be underlined, with another line drawn down the middle. In the top left half of the sheet should be a plus sign, and in the top right, a minus sign. A sample would be this:

Heterosexual woman	
+	-

- Before students arrive, post these sheets around the room, with the bottom halves folded up to the top and taped to hide the headers on each.

LEARNING OBJECTIVES:

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

1. Define sexual orientation, biological sex, gender and gender identity. [Knowledge]
2. Name at least two positive and two negative things about being a particular gender and sexual orientation. [Knowledge]
3. Describe at least three sources of messages about gender and sexual orientation. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman.

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This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Greet the class by saying, “I wonder whether you all could help me. A friend of mine just had a baby, and I went to the store to get a congratulations card and narrowed it down to two, but I can’t decide on which to send. What do you think?”

Hold up the two greeting cards to the class. Someone will ask right off that bat, “Is it a boy or a girl?”

Say, “Good question! That’s the same question that’s asked when a baby is born so they can announce the baby’s biological sex. Now, where do we look to answer that question, at the baby’s nose?” The class will likely laugh and say that we look between the baby’s legs. On the board write a vertical line. Write the word penis at the top left. As you write, say, “In most cases, we will see a penis or we will see a vulva.” Write “vulva” on the right side of the vertical line next to “penis.”

Say, “But this isn’t what makes us who we are. There are also our chromosomes. If we have a penis, chances are our chromosomes will be ‘XY.’” Write “XY” beneath “penis.” Say, “If we have a vulva, chances are our chromosomes are ‘XX.’” Write “XX” beneath “vulva.”

Say, “But this isn’t all, either. There’s also how we play our part in reproduction – if we have a penis and XY chromosomes, we usually have ‘testes.’” (Write “testes” beneath “penis” and “XY”). “If we have a vulva and XX chromosomes, we usually have ‘ovaries.’” (Write “ovaries” beneath vulva and XX). “Testes is where sperm and testosterone are made, and ovaries are where eggs and estrogen are made.”

Note to the Teacher: *The lists should look like this when done:*

Penis	Vulva
XY	XX
testes	ovaries

Say, “If we have all three in this left column, the announcement is usually ‘it’s a boy!’ and if we have all three in the right-hand column, we’ll hear, ‘it’s a girl!’

Explain to the class that in some cases, something happens to make one of these categories different – someone might have XYY chromosomes, or they might have a vulva on the outside but no uterus on the inside. Explain that there are many different variations – and that when they occur, the baby is known to have a “Difference of Sex Development.” A really old term for this that’s not used anymore is “hermaphrodite;” you might also hear “intersex.”

Ask students which card they would give to the new baby if the announcement were “it’s a boy” vs. “it’s a girl” and why. After a few answers, say, “Everything I just shared with you up here has to do with our biology – our biological sex.” (Write “biological sex” on the

Gender and Sexual Orientation: Understanding the Difference

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board). “How we respond to that biology – like what kinds of cards we send, or what kinds of clothes we wear or toys we have children play with – all has to do with gender.” (Write “gender” on the board.)

Say, “In most cases, babies are born with one of the two scenarios I just described, and are called either ‘boys’ or ‘girls.’ In most cases, as a child starts to grow up, this biology matches how they feel on the inside. A person will look in the mirror and see a penis and testicles or breasts and a vulva and feel on the inside, ‘I’m male’ or ‘I’m female.’ When what someone is called at birth matches how they feel on the inside, that person is called ‘cisgender.’

Sometimes, however, what a person sees in the mirror doesn’t match how they feel on the inside. They might see a penis and testicles and think, ‘but I’m not a boy.’ That person may call themselves ‘transgender,’ or simply, “female’ if that is how they feel.

However we feel on the inside – whether it matches our bodies or not – is our gender identity. [Write “gender identity” on the board.] And as you’re going to see in a minute, our identity is more powerful than our physical bodies or what we do with those bodies.”

Some of these terms are connected to – although different from – sexual orientation. [Write “sexual orientation” on the board].

Note to the Teacher: *When you are done, here are the terms that should be listed on the board – biological sex, gender, gender identity and sexual orientation.*

Say, “Sexual orientation has to do with the gender or genders of the people to whom we are attracted, both physically and romantically. This is different from our sense of what our gender is. We all have both a gender identity and a sexual orientation.

For example, a person whose biology at birth was characterized as “female” and who also feels female on the inside [write a woman symbol on the board] who is attracted only to people whose biology at birth was characterized as “male” and who also feel male on the inside [write a man symbol on the board, followed by an equal sign] will likely identify as heterosexual. If she does, the fact that she identifies as a woman [circle the woman symbol] and that the partners she’s attracted to identify as men [circle the man symbol] – these are their gender identities. The fact that they’re attracted to each other [circle heterosexual in a different color] is their sexual orientation.” (10 minutes)

Note to the Teacher: *This is what the board should like for this section –written near the list of terms from the previous section.*



STEP 2: Say, “There’s a lot of factual information about people of all different genders and sexual orientations – and there’s also a lot of misinformation. Let’s do an activity now to look at what we know and where this information has come from.”

Indicate the sheets around the room. Say, “Each of these sheets has the name of a gender and sexual orientation. This is not a complete list, but they are some of the most

Gender and Sexual Orientation: Understanding the Difference

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common categories we hear about.” Take down one of the folded halves of a flipchart sheet to reveal what is listed there.

Say, “Beneath each name will be a plus side and a negative side. I am going to ask you to think about what you perceive to be the positives relating to being this person, and what you perceive to be the negatives or challenges.

Please keep in mind that only one of these sheets may apply to you – so you’re going to have to rely on your perceptions and beliefs. You’re going to work in small groups, and you’re going to get to visit each of the sheets. Please don’t worry with agreeing about what someone in your group says – and you may also hear or generate some stereotypes; for the purposes of this activity, that’s fine! Put it all up on the flipchart sheet. Please just remember that others will need to write after you, so be sure to write small enough for others to add their thoughts, too.”

Answer any questions about the activity. Divide the class into six groups, handing each group a different color marker. Assign each group to stand by one of the flipchart sheets. Tell them they will have about 2 minutes at each sheet, but to please not move until you have called time and instructed them to move. Instruct them to read what has been written before they arrived at each sheet to avoid duplication. Tell them they can get started and call time every two minutes having groups rotate to the next newsprint. (16 minutes)

STEP 3: Once all of the groups have visited all the sheets, ask a member of each group to bring the sheets to the front of the room and tape them to the front board. Ask everyone to return to their seats. Once the sheets have all been posted, ask students to comment on what they notice about what’s on the sheets.

Note to the Teacher: *What appears is different each time you conduct this activity. Comment on whether there is anything clearly noticeable – such as each sheet has what looks like an equal number of positives as negatives; sheets on which there are very few or no positives or negatives, and so on.*

Go through the sheets, asking for volunteers to help you read through them. Because this is a brainstorming activity and you told the students it would be okay to share stereotypical information, make sure all are read – but be sure to correct any misinformation. (For example, it is common for a negative on the lesbian sheet to be “can’t have children.” Were that to come up, ask, “Is this true?” Have the class help you clear up these myths with you). (18 minutes)

Note: although each class will generate different responses, here is an example of what the sheets might look like:

Gay Man	
+	–
Has nice clothes	Being harassed/hurt
Is always happy	Harder to find a partner
Gets double the wardrobe	HIV
No pregnancy risk with partner	Can’t adopt children
	Can’t donate blood

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If this were the sample, you'd go through each of the responses and whether they are true or false, as well as how the students have learned what they did. For example, "Do all gay men have nice clothes? Where do we get that impression from? What makes someone think that gay men are always happy?" Similarly, "Where does the impression come from that it is harder for a gay man to find a partner?" and "Is HIV only an issue for gay men?"

STEP 4: Ask the class, "So, how did you know all of this? How did you come to the conclusion that [give an example from one of the sheets]? Where did you see or hear that [give another example from a different sheet]?" As students respond, write a word or phrase on the white board representing their answers. Probe for:

- That's how they're always portrayed on television
- That's what I know from being _____ myself
- My [friend/family member] is [gender/orientation]
- My parent(s)/caregiver(s) told me
- My friends always said this
- I looked it up online
- My faith community teaches this

Ask, "Looking at the lists, how much of what we hear about someone who isn't us do you think is true, and how much is what people would like to be true?"

After a few students have answered, ask, "When you glance at them, do you see more similarities or more differences between each of the lists?"

After a few responses say, "Probably the most important thing we can all keep in mind is that no matter who we are – no matter our gender identity or sexual orientation – there are positive aspects and negative aspects. That alone is something we all have in common."
(6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The mini-lecturette at the beginning of the lesson will fulfill the first learning objective. The gallery walk brainstorming activity and discussion that follows will achieve the second and third learning objectives.

HOMEWORK:

None.

What Are My Reproductive Rights?

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.CC.6 – Compare and contrast the laws relating to pregnancy, adoption, abortion and parenting.

TARGET GRADE: Grade 12
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- At least six laptops, desktop computers or tablets with internet access (students may use their own)
- Research Guide – one per student
- Scenarios 1-3: "What Are My Rights?" – two copies of each scenario
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON:

- Review the websites on the Research Guide, along with the scenarios, so you are prepared for the class discussion about them.

LEARNING OBJECTIVES:

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

1. Apply existing laws relating to reproductive decision-making and rights to scenarios in which teens face an unplanned pregnancy and are weighing their options. [Knowledge, Skill]
2. Describe at least three inherent rights teens have relating to their sexual and reproductive decision-making. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Say, "Today we are going to be talking about what your legal rights are, as teens, when it comes to pregnancy and pregnancy options. We're going to start by looking at some of the laws, and then we'll look at some implications of those laws."

Divide the class into six groups and have each group gather around one of the computers in the classroom.

***Note to the Teacher:** The more computers the better for multiple students from each group to help with the research; feel free to ask students to bring in tablets or even use smart phones if it is permitted at your school.*

Give each group one of the scenarios, and each student in each group a copy of the Research Guide.

Explain that the scenario will have some guiding questions. Tell them that they will have fifteen minutes, as a group, to come up with the

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answers to their questions, which they will be able to find online on the sites listed on the research guide. Tell them that once they are done, they will need to discuss what they found as a group and be ready to present and defend their opinions with the larger class.

Answer any questions and ask students to begin their work. As they are doing their research, walk around the room to see whether they have any questions and are doing their work correctly. (18 minutes)

STEP 2: After 15 minutes, have the groups come back together. Go through the first scenario, discussing each of the questions. Ask students from both groups with the first scenario for their reactions to the legal aspect, and whether they agree. Ask who else can and should play a role in the situation, and why they should or should not do so.

Go to scenario two and go through students' responses, again asking what they thought about the situation and whether they agree with the law. After a few minutes of discussion, continue to the third scenario and do the same. (15 minutes).

STEP 3: Say, "All three of these scenarios demonstrated just some of the laws relating to reproductive rights. Some of you agreed with these laws, and some of you didn't. What I'm going to ask you to do now is pretend, in your same small groups, that you are members of Congress, and you want to create a bill of rights relating to teens and pregnancy, abortion and/or adoption. What would it look like?"

On the white board, write, "When it comes to pregnancy and parenting, teens have the right to..." Instruct students to write this same sentence stem on the back of their scenario, and together, come up with five rights that they think are critical for teens. Tell them they need to specify any important characteristics – is gender a factor? Age? Relationship status?

Say, "For example, you might decide that teens have the right to receive financial support from the government if they or their partner gets pregnant and chooses to carry the pregnancy to term and become a young parent."

Tell students they will have about 8 minutes in which to come up with this list. (10 minutes)

STEP 4: After about 8 minutes, ask volunteers from each group to share one response from their lists. As they read them, record responses on the board. As you go around the class, ask groups to indicate whether they had a similar right listed, and place a check mark for each time it was listed on another group's list.

Once you are finished, ask students to take a look at the list on the board, and the number of check marks. Discuss the outliers, or those that did not have many – or any – check marks next to them.

Say, "No matter how you feel about any of these rights, or the laws governing them, the fact is that laws exist relating to whether, when and sometimes even how we as human beings can reproduce. There are unique laws that specifically pertain to all of you who are under the age of 18. The best thing you can do is to hold on to this list of organizations as a reference, so that if you are in a situation where you need to choose what to do about a pregnancy, you know what your rights are." (7 minutes)

What Are My Reproductive Rights?

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The computer-based activity will fulfill the first learning objective; the small group activity and subsequent discussion will fulfill the second.

HOMEWORK:

None.

What Are My Reproductive Rights?

Scenario One

Damien and Belinda are both 16 and live in Idaho. Belinda gets pregnant, decides she is too young to be a parent, and doesn't want to carry a pregnancy to term if she's not going to parent the baby. She doesn't want to place the baby for adoption because she doesn't think she'd be able to deal with knowing that her baby was out there if she isn't going to raise it. Damien is really against abortion and tells her he'd raise the baby if she didn't want to; she refuses. Things get heated, and they break up.

Using the following websites, please answer the questions listed below:

The Rights of Unmarried Fathers – <http://www.legalmatch.com/law-library/article/adoption-and-fathers-rights.html>

Sex, Etc. – <http://sexetc.org/action-center/sex-in-the-states>

Child Adoption Laws.com – <http://www.childadoptionlaws.com>

Questions:

- 1) What are Damien's rights as the person involved in the creation of the pregnancy?
- 2) Can he stop Belinda from having an abortion?
- 3) What does Belinda need to do in order to get an abortion in her home state, Idaho?
- 4) How soon does Belinda have to decide whether or not to have an abortion?
- 5) If Belinda chooses to place the baby for adoption, can Damien stop her so he can raise the baby?

What Are My Reproductive Rights?

Scenario Two

Amanda is 14 and pregnant. Amanda's mother and father know about the pregnancy and are willing to support her, as does her boyfriend, Daniel, who is 16 and wants to be an active part in this baby's life. His parents are equally as supportive as Amanda's. Amanda's PE teacher tells her she cannot be a part of class because he is concerned about how exercise will affect the pregnancy. Instead, Amanda is instructed to sit in the gym and do homework. Amanda was also recently told by the assistant principal that if she continues missing school due to her pregnancy, she will be suspended and could even be required to repeat that year of school. Amanda has tried to explain that her pregnancy is challenging, and brings in doctors' notes every time she has an appointment.

Using the following websites, please answer the questions listed below:

National Women's Law Center – <http://www.nwlc.org/our-issues/education-%2526-title-ix/pregnant-%2526-parenting-students>

http://www.nwlc.org/sites/default/files/pdfs/pregnantandparentingstudentrightsonepager_6.14.12.pdf

The Rights of Unmarried Fathers – <http://www.legalmatch.com/law-library/article/adoption-and-fathers-rights.html>

Questions:

- 1) What are Amanda's rights in this situation? Does the state she live in matter?
- 2) Is the school right to be concerned about her safety?
- 3) Should she be shown special treatment because she is pregnant?
- 4) Daniel is the father – should he be allowed to miss school in order to join her at her doctors' appointments? Does he have a legal right to do so?

What Are My Reproductive Rights?

Scenario Three

Tammy has had several boyfriends, but has always been careful about pregnancy and STDs. She is on the pill, and she generally refused to have sex unless her partners use condoms. She was getting over being sick recently and was on antibiotics, and didn't know they can reduce the effectiveness of the pill. So when several of her partners said they didn't feel like they needed to use condoms with her anymore, she agreed – and found out a few weeks later that she was pregnant. But by whom? Tammy has decided she wants to keep the baby, and wants to be sure the biological father helps out financially.

Using the following websites, please answer the questions listed below:

Fathers' Rights and Abortion – <http://family.findlaw.com/paternity/fathers-rights-and-abortion.html>

The Rights of Unmarried Fathers – <http://www.legalmatch.com/law-library/article/adoption-and-fathers-rights.html>

Planned Parenthood – <https://www.plannedparenthood.org/teens/going-to-the-doctor/im-pregnant-now-what>

Questions:

- 1) How can Tammy legally find out who the father is?

- 2) Can that person refuse to pay child support if he never wanted to be a father, and assumed she was taking care of pregnancy prevention by being on the pill?

- 3) Can one of her boyfriends who is not the biological father claim paternity and take custody of the child?

- 4) If several weeks into her pregnancy Tammy changes her mind, even after finding out who the father is and getting him on board, can she still get an abortion? Can the father actually force her to have one, or keep her from getting one?

Research Guide

Guttmacher Institute – State Laws on Abortion

http://www.guttmacher.org/statecenter/spibs/spib_OAL.pdf

Child Adoption Laws.com –

<http://www.childadoptionlaws.com/>

National Women's Law Center –

<http://www.nwlc.org/our-issues/education-%2526-title-ix/pregnant-%2526-parenting-students>

The Rights of Unmarried Fathers –

<http://www.legalmatch.com/law-library/article/adoption-and-fathers-rights.html>

Fathers' Rights and Abortion –

<http://family.findlaw.com/paternity/fathers-rights-and-abortion.html>

Planned Parenthood –

<https://www.plannedparenthood.org/teens/going-to-the-doctor/im-pregnant-now-what>

Sex, Etc. –

<http://sexetc.org/action-center/sex-in-the-states>

My Life, My Decisions

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PD.12.CC.1 – Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.

PR.12.INF.1 – Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

TARGET GRADE: Grade 12
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- LCD projector and screen
- Desktop or laptop computer with PowerPoint on it
- PowerPoint: "What Would You Do If...?"
- White board and markers (at least two different colors)
- Handout: "Considering Others' Opinions" – one per student
- Extra pencils in case students don't have one

LEARNING OBJECTIVES:

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

1. Name at least three messages they receive about sexuality from different people in their lives. [Knowledge]
2. Describe the extent to which these people have an impact on students' decision-making. [Knowledge]
3. Identify at least two other factors that have an impact on sexual decision-making. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Introduce the lesson by asking the students, "Have you ever said something to someone – or done something – that afterwards you just asked yourself, 'holy smokes, why on earth did I just say or do that?' It could be something really minor like walking in the room and calling a friend a nickname you never have before, and once it's out, it sounds really dumb. Or it could be something more significant like someone asking you to keep something just between the two of you, and it being too good to keep to yourself, so you just tell one person and immediately regret it."

After a few students have responded, ask, "What does it feel like in that moment right after we've realized that what we did was the wrong thing to do?" Answers will vary, but more often than not students will either physically put their hands on their stomach or refer to that area – that it does not feel good, and can make you almost feel sick to your stomach.

Say, "We all go through this – and not just once, it's something we all experience throughout our lives. We sometimes make decisions without thinking – and sometimes, even when we think them through really well at first, we still sometimes make a decision we wish we hadn't made."

My Life, My Decisions

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

Ask, “Can anyone think of a time when you made a decision that really paid off for you, or that you knew was the right thing to do?” Ask for a few examples.

Say, “Clearly, there are just as many opportunities to make positive decisions as there are to make bad ones. Today, we’re going to talk about sexual decision-making and what and who can have an impact on the decisions we make.” (5 minutes)

STEP 2: Say, “In a moment, I’m going to hand you each a worksheet that has a table on it that lists a number of things people need to think about when they’re in sexual relationships. Across the top, you’ll see categories of people we might have in our lives. What I’d like you to do is read each statement and think about what these different people in your life might say in response.

For example, say you were interested in someone and wanted to ask them out – or you knew they were going to ask you out. Who would you talk with about that? What would you expect them to say? Write those things in the boxes provided. Because some categories can apply to more than one person – like a close friend – feel free to decide on who that person will be for the purposes of this activity and write their name in that box. Even if you wouldn’t discuss one of the topics with a particular person, please write what you imagine they’d say, as our perceptions are sometimes just as important as what we actually hear from people!”

Tell them that they will be discussing their responses with at least one other student in the class, but how much of what they share will be up to them. Distribute the worksheets and ask students to complete them individually. Tell them they will have 8 minutes in which to complete the worksheet. (5 minutes)

***Note to the Teacher:** As students are working, write the discussion questions listed in step 3 on the front board.*

STEP 3: After about 8 minutes, ask everyone to stop what they are doing and pair up with another student. Say, “I’m going to ask you to talk in pairs about what that experience was like for you. Please use the following questions to discuss what you just did:

- How did you know what these people in your lives would say?
- What did you think of these messages? Were they mostly positive, negative or a mix?
- In what ways do you think the people listed on your sheet affect or would affect the decisions you make about sexuality? Why?”

After a few minutes, ask students to stop their paired discussions and share responses in the larger group by reviewing their answers to the three discussion questions. After going through the three discussion questions, say, “People in our lives have influence over us, no matter who they are. Some have more than others. Let’s look a little deeper at this.”

Start the PowerPoint, titled, “What Would You Do If...?” Read the statements on each slide and ask the students to respond. Then reveal the second person mentioned in each slide, and ask whether they would change their minds on a decision, or stick with their original decision, based on who the person is. Discuss why or why not. (20 minutes)

STEP 4: Say, “Aside from the people in our lives, when it comes to making decisions about sex and sexuality, what other things come into play? For example, ‘past experience’ [write that word on the board in a different color] may have an impact on whether I choose to do or

My Life, My Decisions

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

not to do something. What else comes to mind?” As students respond, write their answers on the board. Each list will be different, but in general, probe for:

- Past experience (positive)
- Past experience (negative)
- Whether I know anyone who has done this behavior and how it went for them
- What my personal or religious values are about a particular behavior or having sex of any kind
- How I feel about my body
- My understanding of my sexual orientation
- What I see depicted in the media

Say, “We often hear from people, ‘I’m not influenced by other people or the media, I make up my own decisions.’ The reality is, however, that it is impossible to make decisions about anything – let alone something as important as sex and sexuality – in a vacuum. We are definitely influenced by people around us – and sometimes we’re not even aware of what that influence is.

It feels a bit simplistic to say that, above all, what you want and what you think is right is the most important thing – but it’s actually true. In the end, you are the one who benefits from your positive decisions, and you’re the one who has to deal with the negative consequences if there are any. So no matter what you hear, or what you think you know about others, you have the right to think and make decisions for yourself.” (20 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The worksheet activity and paired discussion will achieve the first and second learning objectives; the brainstorm and discussion relating to other influences will achieve the third.

HOMEWORK:

None.

Considering Others' Opinions

When making decisions about sex and sexuality, it can be really useful to hear what other people have to say. (Then again, sometimes it's not!) Who would you talk with, and what would you expect them to say?

In the table below, write some of the messages you would expect to hear from these key people in your life. Feel free to write in their names to help you focus on one if you have several people that could fit in the same column. If you don't have one of these categories of people in your life, just leave it blank. You can also add in a category that's not here.

	PARENT/ CAREGIVER	SIBLING	PARTNER/ BF/GF	BEST FRIEND	RELIGIOUS/ FAITH LEADER	OTHER?
1. Whether you should ask out or go out with someone you've liked for a long time						
2. Whether you're ready to have sex						
3. Which types of safer sex or contraceptive methods to use						
4. Whether it's weird that you want to wait to have sex						
5. What you or a partner should do about an un-planned pregnancy						
6. Whether you should get tested for STDs before starting a new relationship						

My Life, My Decisions

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

What Would You Do If...?

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

...your best friend said the same thing?

What Would You Do If...?

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

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

What Would You Do If...?

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

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

Sexual Rights: Who Decides?

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PS.12.CC.2 – Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

PS.12.INF.2 – Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

TARGET GRADE: Grade 12
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Extra pencils in case students don't have their own
- Story: "Senior Send-Off" – one per student
- Senior Send-Off Roles 1-10 – enough copies of each role for each member of the small group as assigned
- Handout – "Resources: Rape and Sexual Assault," one half sheet per student

ADVANCE PREPARATION FOR LESSON:

- Create 10 small groups and assign each group a Senior Send-Off Role (see handout) for the class activity
- Make 10 copies, one for each small group, of the Senior Send-Off Roles for the small groups and paper clip them together
- Make enough copies of the Resource list for half the students in class; cut the sheets in half so that each student will receive a half sheet

LEARNING OBJECTIVES:

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

1. Identify their own feelings about a specific type of law relating to statutory rape. [Affective]
2. Describe at least two messages about sexual consent, abuse, age and gender, and the source(s) of those messages. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

Note to the Teacher: *This lesson addresses an accusation of statutory rape. Although the description of what happens between the two people is not very graphic, you may want to give students a warning about the topic at the beginning of class and watch your students' reactions so you can follow up with any students who seem to be triggered by what is discussed.*

STEP 1: Say, "There are parts of sex and sexuality that are for us as individuals to decide for ourselves. We all have rights – even when you're under 18, you have some rights. Yet there are some aspects of sex and sexuality that society has created laws about. Can you think of any examples?" Probe for laws about sexual assault, abortion, being naked or having sex in public.

Sexual Rights: Who Decides?

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

Say, “Sometimes a law is passed that makes sense to some people, but not to others. And as you know, laws can be interpreted by different judges and different lawyers. We’re going to look at an example of this today.”

Distribute the handout, “Senior Send-Off.” Ask for volunteers to read aloud one part of the handout. Once the entire handout has been read, say, “I’m guessing you all have some reactions to this story! You’re going to get a chance to talk about it – but you’re going to have to do it in character.” (5 minutes)

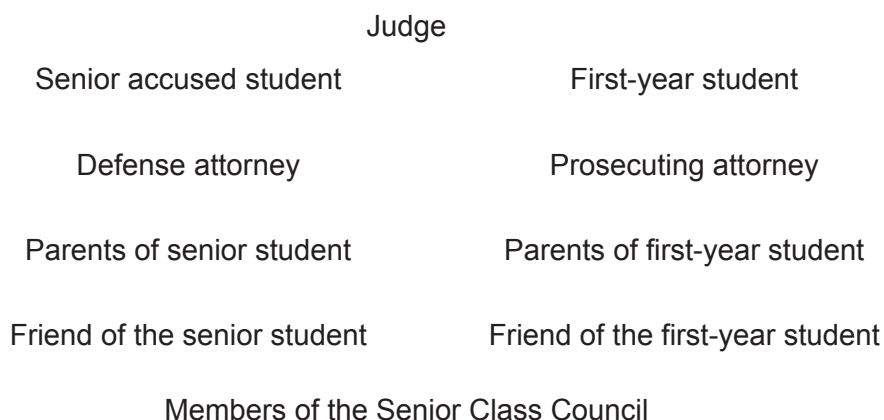
STEP 2: Explain that you are going to divide the class into 10 small groups. Each small group will be representing one person in the story. Tell them that you are going to give them 15 minutes to prepare how they plan to play their role, which will be provided to them.

Divide the class into 10 groups, and distribute the roles. As they work in their groups, walk around the room and listen to their conversations, answering questions or contributing guidance as necessary. (17 minutes)

***Note to the Teacher:** The groups should be divided and the roles assigned intentionally as part of preparing for class.*

STEP 3: Once 15 minutes are up, tell the class that, although they worked on their roles as a group, they need to decide who will be the first speaker to represent their group as if they are one person. Tell them that others in the group will be able to speak as well, but that someone has to start.

Then tell the groups where they should position themselves. What this looks like will depend on your classroom, but one suggestion is as follows:



Ask the Prosecuting Attorney to go first, present the case, and then have the Defense Attorney respond. Have the judge call on other witnesses as outlined in their instructions. Tell them that each person will have no more than 2 minutes to make their case. (17 minutes)

STEP 4: After everyone has spoken, the judge will share their collective verdict with the class. Once the verdict has been shared, thank the class for their work, and ask everyone to return to their original seats.

Sexual Rights: Who Decides?

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

Process the experience by asking the following questions:

- What was it like to do that? What was [insert student responses] about it?
- This story is about statutory rape – although they both said they wanted to have sex, the law says that the first-year student is too young to agree or consent to have sex. Do you agree? Was this rape? At what age do you think a person is capable of knowing whether they're ready to have sex? Why?
- Did the senior student have the right to have sex with the younger student? What was the first-year student's rights in this situation?
- What did you notice about what different people used to make their arguments? Do you think those were valid points? Where do you think those ideas came from?
- You'll notice that none of the roles was assigned a gender – how did you decide in your groups what gender your character was? What kind of impact would gender have? If the gender of the first-year student had been different, would anyone have played their role differently? How about the senior? What about if they were the same sex? Why or why not?
- What responsibility did each of the characters have in this story? For example, should the senior council members have done anything differently?

End the class by suggesting the students keep talking about the scenario and that they talk about it at home to see what their other family members think and what they would say. Distribute the resource sheet on statutory and other rape resources. Say, "No matter the circumstances, if someone has been raped or sexually assaulted, it is never their fault. If you or someone you know has experienced any kind of rape or sexual assault, or if you're even not sure whether what happened was an assault, please contact any of the organizations listed on this sheet." (11 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The experience of the mock court, and in particular, the processing discussion that follows, will achieve both learning objectives.

HOMEWORK:

None.

Story: Senior Send-Off

A 17-year-old high school senior with an excellent GPA has already been accepted to college. They are liked by everyone at school, both students and teachers. They have a good relationship with their parents, and are an active member of their faith community. They tutor students who need it, and volunteer at the animal shelter in town.

An unofficial tradition at their school is something called “Senior Send-Off,” in which graduating seniors compete to see who can have sex with the youngest student they can find at the same school. This tradition is not sanctioned by the school, although considering some of the graduates work as staff at the school, it’s possible that some know about it and simply look the other way.

The 17-year-old student has been helping a first-year student with their homework. That first-year student seems to look up to - perhaps even like? – the 17-year-old. The 17-year-old decides to try something sexual, just a kiss, and the first-year responds positively. They make out for a while, and end up having sex. They are both happy afterwards, but for different reasons.

When it is over, the 17-year-old smiles and says, “Just out of curiosity, how old are you?” The first-year student says, “I’m 14, why?” The 17-year-old says, “Well, thanks to you, I may have just won a contest,” and tells them about the Senior Send-Off and that they need to be able to tell the senior class council how old they are.

The first-year student is confused – and then furious. “Wait – you’re saying this is only a game? I thought you were interested in me.” The 17-year-old, so excited by the idea of winning the competition, is confused – and then realizes that the first-year student really liked them.

The first-year student goes home, and their parents notice they’re really upset about something. The first-year student tells their parents what happened. The parents flip out, yell, “But you’re 14!” and call the police. By the end of the day, the 17-year-old has been arrested for statutory rape; a few days later, the student’s parents are notified that the college their child was accepted to has cancelled their offer of admission.

Senior Send-Off Roles

FIRST-YEAR STUDENT

You are really upset and offended by what happened with the other student. You did consent to have sex with them, but you certainly would not have had you known in advance that this was part of some contest. You feel humiliated, and since everyone now knows what happened to you, you want the Senior to pay.

FIRST-YEAR STUDENT'S PARENTS

You are as upset as your child. You think the outgoing senior coerced your baby and took advantage of them – you want justice for your child. You also think that that student's parents are to blame, and want to hurt and embarrass them, too. You think the older student should be expelled and shouldn't be allowed to return to school.

FIRST-YEAR STUDENT'S CLOSE FRIEND

You and the first-year student have known each other since grade school. You think they're a great person, and would never lie or say anything mean about someone else unless that person really had done something wrong. You think the 17-year-old definitely raped your friend and should be punished.

17-YEAR-OLD SENIOR

You are the 17-year-old student. You cannot believe everyone is freaking out about this. You thought this was between you and the first-year student. You both wanted to have sex, and you thought that since they liked you, they wouldn't mind helping you win the contest. You don't see what the big deal is and you certainly don't want this to affect your future.

SENIOR'S PARENTS

You are very conservative and very religious, and the idea that your child was having sex outside of marriage is distasteful to you. You are very disappointed in your child, but do not think it is possible for them to be seen as a rapist. You understand why the other student's parents are upset, but think that this is a matter to be dealt with privately with your religious leader, not in a legal setting.

SENIOR'S CLOSE FRIEND

You and the 17-year-old have known each other since middle school. You think they're a great person, and that they would never lie or do anything mean to another person – it's just not in their nature. You are sure that this must be some kind of terrible misunderstanding. You've seen how great your friend is with younger kids, helping them after school and tutoring other high schoolers. You used to tease your friend for being kind of a goody-goody when you were younger, and you really can't blame them for wanting to do one thing that would make them seem cool in the eyes of the other seniors before they graduated.

Mock Court Roles

SENIOR CLASS PRESIDENT AND COUNCIL MEMBERS

You and the rest of the senior council have known about this tradition, but it has never been written down anywhere. You are the ones who have been pushing the students who are about to graduate to compete in the contest, but there's an unspoken rule that people don't talk about it – especially not with adults. You are terrified that you are all going to get into trouble and not be able to graduate. You want to cover yourselves and distance yourself from the senior who is being accused of rape as much as possible.

PROSECUTING ATTORNEY

You interpret the law as meaning this was rape, even though they both consented to it. But the age difference means that the younger person was not able to consent to the sex act, legally. Because it was part of a game, you really want to make the older person out to be a predator with no positive characteristics. This will make an example of the senior and serve as a warning to others.

DEFENSE ATTORNEY

You want to demonstrate as much as possible that the first-year student is smart enough to know the difference between whether they wanted to have sex or not. You believe the school itself is to blame because they should have known about the tradition and stopped it. You do not think your client should be convicted of rape-in fact you think this should be seen as a simple high school misunderstanding that is nobody else's business but the two people who had sex. You think the first-year student's parents are blowing it out of proportion and are just angry because they're uncomfortable with the idea of their child having sex.

JUDGE

Your job is to LISTEN. Think about the arguments each "person" makes, talk amongst yourselves, and reach your verdict. All you have to decide are two things: First, was this rape, according to the law; and second, regardless of whether you decide it was or was not, what consequence(s), if any, should there be for any of the people involved? Things you might consider include whether the senior should be allowed to finish school, whether the senior council bears any responsibility, whether the school itself should be punished, whether the parents carry any responsibility, etc.

Resources: Rape and Sexual Assault

If you or someone you know needs information about rape (including statutory rape), sexual abuse or sexual assault, the following resources may be of use:

National Sexual Violence Resource Center

www.nsvrc.org

National Teen Dating Abuse Helpline

www.loveisrespect.org

866-331-9474

RAINN – Rape, Abuse and Incest National Network

www.rainn.org

800-656-HOPE (4673)

Resources: Rape and Sexual Assault

If you or someone you know needs information about rape (including statutory rape), sexual abuse or sexual assault, the following resources may be of use:

National Sexual Violence Resource Center

www.nsvrc.org

National Teen Dating Abuse Helpline

www.loveisrespect.org

866-331-9474

RAINN – Rape, Abuse and Incest National Network

www.rainn.org

800-656-HOPE (4673)

Getting Savvy About STD Testing

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

SH.12.SM.1 – Analyze individual responsibility about testing for and informing partners about STDs and HIV status.

SH.12.ADV.1 – Advocate for sexually active youth to get STD/HIV testing and treatment.

TARGET GRADE: Grade 12
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or Laptop Computer with internet access
- LCD projector and screen
- Speakers to project sound from videos
- White board and markers
- Extra pencils in case students don't have their own
- Copies of "Worksheet: Getting Savvy about STD Testing" – one per each group of three students

ADVANCE PREPARATION FOR LESSON:

- Ask the IT person at your school to make sure you can access the website, <https://www.youtube.com/watch?v=89Cqx18fFb8>. Go to the website ahead of time and preview the STD Zombie public service ad from Get Checked Omaha.
- Ask the IT person at your school to make sure you can access the website, <https://gettested.cdc.gov/> and preview it to make sure when you enter your zip code, some STD testing options come up. Your students will need to locate those testing options during this lesson.
- Ask the IT person at your school to make sure you can access the website, <https://vimeo.com/43631114> and either stream it from the web or download and save it to your desktop. It is important to preview the five minute video so you can lead a discussion about it with your students.

LEARNING OBJECTIVES:

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

1. List at least two reasons why a person might choose to get tested for STDs, and at least two reasons why they might choose not to. [Knowledge]
2. Identify at least two resources for STD testing in their own community. [Knowledge]
3. Describe the rights young people have regarding STD testing including confidentiality and the quality of care they should receive from the provider. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Tell the students that you will be talking today about STDs, specifically the importance of getting tested. Play the STD Zombie video. When the clip is over, ask students, "Okay, so this is intended

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to be funny, but it also brings up an important point – the zombie really wanted to eat the person, but didn't because they hadn't been tested. What did you think of that?" (5 minutes)

STEP 2: Say, "STD testing can be complicated. There are reasons why people choose to get tested, and reasons why people choose not to." As you are speaking, write on the board, "Why people get tested" and to the right of that "Why people DON'T get tested," with a decent space between the two. Underline both.

Ask, "What are some of the reasons why someone might choose to get tested?" Write these on the board beneath the first heading, probing for:

- Because they had unprotected sex with someone and are now thinking they should get tested.
- Because they thought they and their partner were in a monogamous relationship (only having sex with each other) and found out later that their partner was having sex with other people.
- Because they started to experience some symptoms and didn't know if that meant they had an STD.
- Because they were sexually assaulted and need to know whether it resulted in an STD of some kind.
- Because they're excited about starting a new relationship and want to show their partner that they care about them.

Ask, "If there are all these reasons why people would want to get tested, why do you think anyone would choose not to?" Record these answers in the next column, probing for:

- Because they don't want to know (discuss why people might not want to know)
- Because they are worried about the actual test itself being painful or uncomfortable.
- Because they're scared of doctors'/clinicians' offices (or needles)
- Because they're worried that if they have an STD they'll never be able to have sex again.
- Because they're nervous their parents will find out.
- Because they don't have transportation to get to the clinic
- Because they don't have insurance or think they can't afford to get tested.

(10 minutes)

STEP 3: Tell students to get into small groups with two or three people they are seated near. Give each small group a copy of the worksheet "Getting Savvy about STD Testing" and have each person in the group write their name at the top. Explain by saying, "Each group will be assigned one of the reasons people may have for not wanting to get tested for STDs. Their task is two-fold. First they are to come up with at least two things someone could say in response to encourage them to get tested. They should write these responses down on their group's worksheet. Then, part two is to go to the following website on your phone or the class computer.

Note to the Teacher: Write the website on the board while you are talking - <https://gettested.cdc.gov/>

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Then write down two possible locations nearby where a teen could get tested for STDs. They should also write the name and location of the two STD testing sites on their group's worksheet." Go through each of the bullets on the list that's generated for why people might not want to get tested and assign one to each of the small groups.

Note to the Teacher: *The number of small groups and number of reasons will differ for each class. It's okay if more than one group is working on the same reason as this will just generate a wider variety of responses.*

Give students 10 minutes to complete their two-part task. (5 minutes)

STEP 4: After ten minutes has passed, gather students' attention and have them stop working. Have each small group share their reason, one of their responses and one of the community resources they found for STD testing. Continue until you have heard from each small group. Process the activity by asking the following questions and when discussion is done collect worksheets from each group.

- What was it like to do that?
- What was [insert responses] about it?
- What did you notice about the responses groups created? Did anything surprise you?
- What does this tell you about how you might support a friend who is nervous or hesitant to get tested for STDs? (20 minutes)

STEP 5: Say, "Knowing you should get tested for STDs and actually going to see a health care provider can be two different things. People have real concerns about what will happen during the test, how they will be treated by the staff and if their visit will be kept confidential. This next video will address some of those concerns." Play the following five minute video called Let's Talk about Sexual Health - <https://vimeo.com/43631114>. Once the video is over, process by asking students the following questions:

- What do you think of what you saw in the video?
- Did anything surprise you?
- Did you learn any new information from the video? If so, what was it?

Close the lesson by reminding students that the only way for someone to know whether they have an STD is to get tested, and that there are places in the community (insert the specific names and locations from the students' research) where teens can be tested. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first and second learning objectives will be accomplished during the group brainstorm and resulting small group activity. The third learning objective will be accomplished during the final video and subsequent discussion.

HOMEWORK:

None.

Worksheet: Getting Savvy About STD Testing

NAMES OF GROUP MEMBERS:

1) _____ 2) _____

3) _____ 4) _____

INSTRUCTIONS: Write the reason someone might not want to get tested for STDs you were assigned below. Then create two responses that will address their concern about being tested. Then go to the assigned website and find two STD testing locations that are nearby.

A) Reason why someone might not want to get tested for STDs we were assigned:

Response 1

Response 2

B) Two local STD Testing sites found on this website - <https://gettested.cdc.gov/> are:

1) _____

2) _____

Fantasy or Reality? How Sexually Explicit Media Affects How We See Relationships IRL

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.INF.1 – Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship.

HR.12.AI.1 – Demonstrate how to access valid information and resources to help deal with relationships.

TARGET GRADE: Grade 12
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- Internet connection
- PowerPoint: "Fantasy vs. Reality"
- Speakers to project audio from the computer
- Double-sided, color copies of slides 7 and 9, one per student
- Worksheet: "Sex in the Media: What are the Impacts?" – one per student
- White board and markers (at least two markers of different colors)
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON:

- Download the YouTube video, <https://www.youtube.com/watch?v=BWAct9PZ2fA>, or have your IT person make sure you have access to it during your class.
- Download the YouTube video, <https://www.youtube.com/watch?v=QOiyYZI1cf0>, or have your IT person make sure you have access to it during your class.

LEARNING OBJECTIVES:

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

1. Define what sexually explicit media is and how it is part of everyday television and ads. [Knowledge]
2. Explain at least four ways in which media representations of sex and sexuality can affect sexual and romantic relationships.

***Note to the Teacher:** Even though no sexually explicit photographs are shown, two of the slides showing bathing suit-clad people are covers of pornographic magazines. These images were readily available on the internet, and are no more explicit than the magazine covers shown alongside them. It would still, however, be a good idea to get confirmation from your supervisor that it is acceptable for you to teach this lesson and show the images in the PowerPoint.*

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Begin the class by saying, "Today, we're going to be talking about something many of you have seen, most of you will at some point see, and all of you have at least heard of: sexually-explicit media." Say, "The first thing that comes to mind tends to be porn – the stuff that's on the internet – the stuff that is not supposed to be viewed by people your age, yet often is – let's talk about the sexually-explicit images we see every day."

Fantasy or Reality? How Sexually Explicit Media Affects How We See Relationships IRL

*A Lesson Plan from Rights, Respect,
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Open the PowerPoint presentation, Fantasy vs. Reality, and show the Liquid Plumr commercial, the link for which is on the first slide. Ask for reactions.

Say, “Sexually explicit images in advertising are nothing new – companies have been using sex to sell all sorts of things for years.” Go to slide 2 and ask, “Why do you think this company uses this image to sell its burgers, rather than this one?” Go to slide 3. Student responses will include, “Sex sells,” or “because people like to look at a sexy woman eating a burger,” among others. As students respond, push them to connect their responses to the sexual component – why does sex sell? How does seeing a sexy woman connect to wanting to eat a huge burger like that?

Go to slide 4 and play the ad for Dentyne Ice. Say, “Sometimes, it’s not the actual depiction of sex, but just innuendo – like the Liquid Plumr ad. What are both ads suggesting?” Probe for the Liquid Plumr is suggesting a stereotypical porn video, with the music played, the narrator’s voice and the suggestive language and actions, and that the Dentyne Ice commercial is suggesting someone buying condoms.

Ask, “All of this is designed to get our attention, to be humorous, to make us think of sex – and therefore, to make us want to buy a particular product. But what’s the difference between what we see in advertising and what would be considered sexually explicit?” (6 minutes)

STEP 2: Go to slide 5 and ask, “What is the difference between these two pictures – of Rihanna on the cover of GQ and of a contestant in a beauty pageant” – go to slide 6 – “and these two covers of Playboy magazine?”

Go to slide 7 and ask, “What is the difference between these covers of Cosmopolitan and New York” – go to slide 8 – “and these covers of Penthouse?” Go to slide 9 and say, “Here are covers of health and fitness magazines” – go to slide 10 – “and here are covers of sexually explicit magazines.”

Go to slide 11 and say, “The legal definition of porn is, ‘the depiction of sexual behavior that is intended to arouse sexual excitement in its audience.’ So given what you just saw, how would you define the difference between what we just saw and what porn is?” (9 minutes)

STEP 3: Say, “Plenty of images today on tv, online, in magazines and elsewhere are very sexual in nature. They get right up to the edge of what is allowable in the media. We’re going to take a minute now to look at the possible messages that these sexual images communicate.”

Divide the class into groups of 3. Tell them that you are going to give each group copies of two of the slides from the PowerPoint you just shared, along with a worksheet with questions on it. Distribute the “Sex in the Media: What are the Impacts” worksheet and ask them to work together to complete it, explaining that they will have about 8 minutes in which to work together. As they are working, write the following three headings on the whiteboard:

For Men

For Transgender People

For Women

(4 minutes)

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

STEP 4: After about 8 minutes, ask groups to stop their small group work. Ask:

- What was it like to do that? What was [insert student responses] about it?
- Did you notice you agreed on much of what you observed? When you disagreed, how did you manage that?

Ask for students from each group to volunteer to share responses to question number one. Record responses on the board. When you go into question number two, write the class's perceptions of impact to the right of the first brainstorm in a marker of a different color.

Finally, ask what they think the potential impacts of these expectations are on romantic and sexual relationships. This discussion will vary from class to class, but you will want to probe for:

- People may expect sex to go a certain way and feel unprepared for or vulnerable when it does not go as expected
- People may assume that because a person looks a particular way they are more or less sexual
- People may assume consent from their partner because they may think everyone of their partner's gender "is like that"
- People may not realize how important it is to talk about sex as well as about feelings before and during, because this isn't usually modeled in the media
- People may not think about contraception or safer sex because it is rarely discussed or depicted in the media
- People may expect their or their partner's body to respond in a certain way sexually and be concerned if it does not because that is how it's depicted in the media
- People may engage in behaviors they might not otherwise have done because they consider porn and the media "to do" lessons rather than fantasies
- People may be disappointed by how their partner looks naked or be worried that their own body will disappoint their partner based on what they have seen in porn and other media.

(22 minutes)

STEP 5: Go through the remaining PowerPoint slides. Once you have shared the take-home messages, ask students whether they have any they would add to those, and close the class. (9 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The PowerPoint will achieve both learning objectives; the remainder of the lesson will achieve the second learning objective.

HOMEWORK:

None.

Worksheet

Sex in the Media: What're the Impacts?

Instructions: Please respond to the following questions in your small group. See what you can do to reach agreement, and if you do not, write a star next to those contributions you did not agree on.

1. Based on these magazine covers, what would you say the dominant US culture finds attractive?

In Men

In Transgender People

In Women

2. What do you think the impacts are on the people who may not look like the pictures on these covers?

For Men

For Transgender People

For Women

3. In what ways could what we see on magazine covers – or depicted in other sexually explicit images – have an impact on romantic and sexual relationships?

Fantasy or Reality?

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

<https://www.youtube.com/watch?v=BWAct9PZ2fA>

Why Do We Try to Sell Burgers Using This...



...Rather than This?



Sex Sells...

<https://www.youtube.com/watch?v=Q0iyYZl1cf0>

What is the difference between this...



...and this?



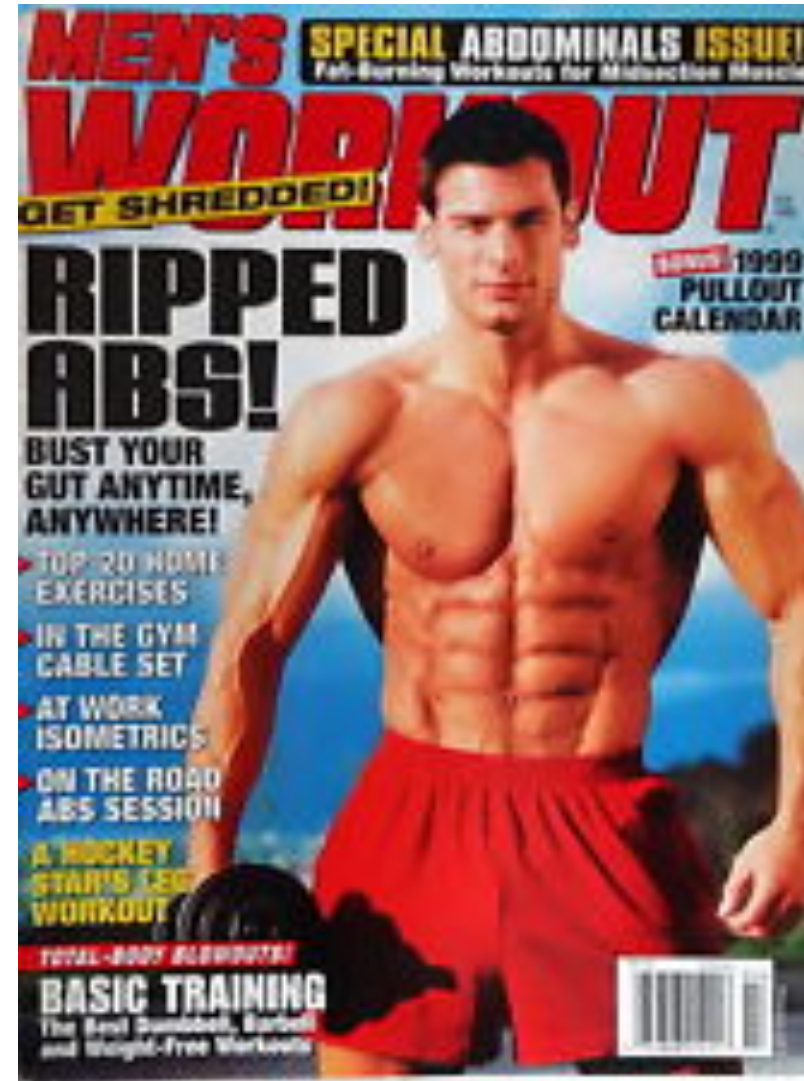
Between this...



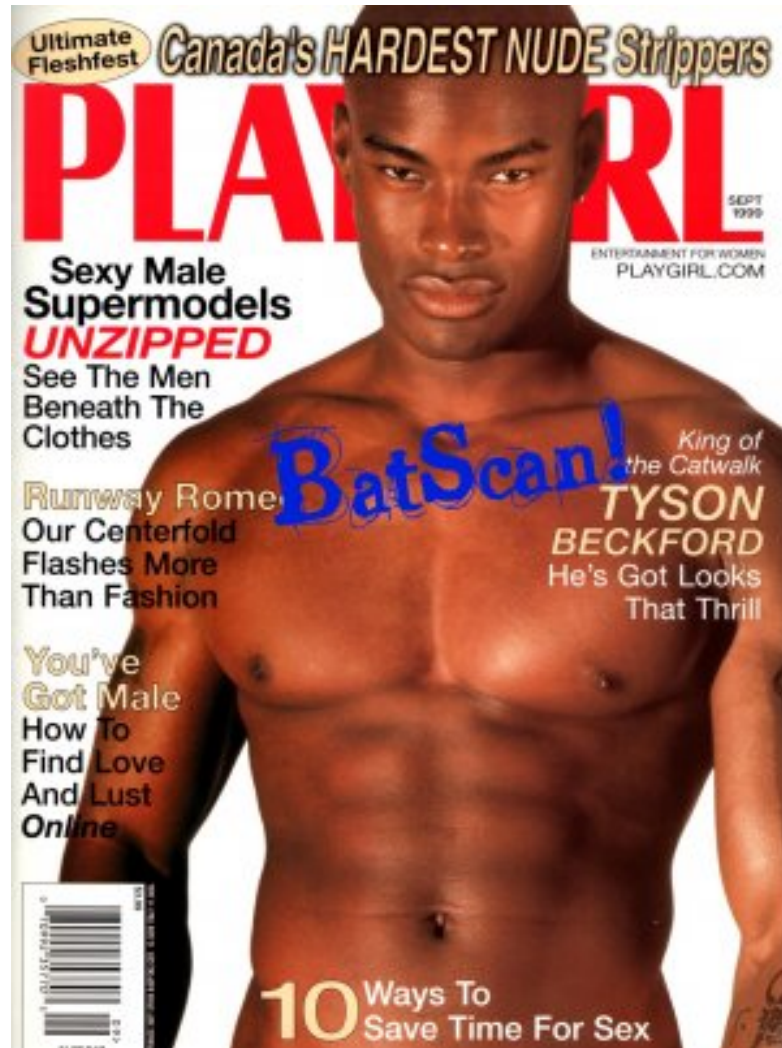
...and this?



Between this...



...and this?



Legal Definition

“the depiction of sexual behavior that is intended to arouse sexual excitement in its audience”

Impact of Viewing Sexually-Explicit Media (SEM)

- Data all over the place
- People more likely to try what they see in a video or movie (pros and cons)
- Older students (college-age) more likely to be interested in hook-ups vs. relationships if they had viewed SEM
- With ongoing viewing of SEM, some people can no longer get aroused without viewing it

Impact of Viewing Sexually-Explicit Media (SEM)

- If people in relationships have different feelings about whether it's okay to view, it could be considered cheating
- At the very least, can be seen as threatening/intimidating in relationships ("I don't look like them")
- Can increase sense of invulnerability to STDs and HIV ("I look like them; therefore I won't get an STD, either!")

Important Take-Homes...

- **Viewing SEM in relationships should be considered a behavior that needs consent from both partners or they should agree not to view it – both people need to want to do it in order for it to be consensual.**
- **Viewing SEM is not considered a negative by everyone but people should keep in mind that it is fantasy and not reality.**
- **Viewing ANY kind of media to excess (like playing video games) can be seen as compulsive behavior and should be checked out.**