

# Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum

- ✓ Fully meets the [National Sexuality Education Standards](#)
- ✓ Been through a [SHECAT Curriculum Review](#)
- ✓ Inclusive for issues related to sexual orientation and gender identity
- ✓ Flexible K-12 curriculum
- ✓ Resources for educators at every grade level
- ✓ Based on Advocates' award-winning When I'm Grown and Life Planning Options
- ✓ CA Healthy Youth Act Aligned [Version Available](#)
- ✓ Covers all 16 topics recommended by the Centers for Disease Control and Prevention (CDC) as essential components of sexual health education
- ✓ Affordable (Free)
- ✓ Family homework activities
- ✓ Training recommended, but not required and available on request

**Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum from Advocates for Youth**

<b>Grade</b>	<b>Sequence</b>	<b>Lesson Title</b>	<b>NSES Indicator</b>	<b>Powerpoint</b>
3	Lesson 1	Respect for All	ID.5.SM.1/HR.5.SM.1/ID.5.ADV.1	
3	Lesson 2	Teasing, Harassment, and Bullying	PS.5.CC.1/PS.5.INF.1/ PS.5.IC.1/PS.5.AI.1	
3	Lesson 3	Feeling SAFE!	PS.2.SM.1	
4	Lesson 1	Making Sense of Puberty	PD.5.CC.1/PD.5.SM.1/ PD.5.CC.2/ PD.5.AI.1/ PD.5.AI.2/PD.5.INF.1	
4	Lesson 2	Figuring Out Friendships	HR.5.CC.1/HR.5.INF.1/HR.5.AI.1	
4	Lesson 3	Your Body, Your Rights	S.5.CC.2/PS.5.AI.2	
4	Lesson 4	Taking a Stand Against Bullying	PS.5.SM.1/PS.5.ADV.1	
5	Lesson 1	Sexual and Reproductive Anatomy	AP.5.CC.1/AP.5.AI.1	x
5	Lesson 2	Puberty and Reproduction	PD.5.CC.3/PR.5.CC.1	x
5	Lesson 3	Learning about HIV	SH.5.CC.1	
5	Lesson 4	What Is Love Anyway?	ID.5.CC.1/ID.5.AI.1	x
5	Lesson 5	Being Clear With Your Friends	HR.5.IC.1/PS.5.IC.2	
6	Lesson 1	Change Is Good!	PD.8.CC.1/PD.8.AI.1	
6	Lesson 2	Gender Roles, Gender Expectations	ID.8.CC.2	
6	Lesson 3	Understanding Boundaries	HR.8.IC.2/PS.8.CC.3/PS.8.CC.4	
6	Lesson 4	Communicating about a Sensitive Topic	PR.8.IC.1	
6	Lesson 5	More Than Friends: Understanding Romantic Relationships	HR.8.CC.3	
6	Lesson 6	Liking and Loving - Now and When I'm Older	HR.8.CC.4/PR.8.CC.1/PR.8.CC.2	
6	Lesson 7	Being a Sex Ed Sleuth	AP.8.AI.1/PR.8.AI.3/ PR.8.AI.1/SH.8.AI.1	x
7	Lesson 1	Everybody's Got Body Parts - Part One	AP.8.CC.1	
7	Lesson 2	Everybody's Got Body Parts - Part Two	AP.8.CC.1	
7	Lesson 3	Reproduction Basics	PR.8.CC.1	x
7	Lesson 4	Great Expectations: Signs and Symptoms of Pregnancy	PR.8.CC.5/PR.8.CC.6	x
7	Lesson 5	Protecting Your Health: Understanding and Preventing STDs	SH.8.CC.1/SH.8.CC.2/ SH.8.CC.3/PR.8.CC.3	
7	Lesson 6	I Am Who I Am	ID.8.CC.1/ID.8.IC.1	x

7	Lesson 7	Blue is For Boys, Pink is for Girls... Or Are They?	ID.8.INF.1	x
7	Lesson 8	Making SMART Choices	PD.8.DM.1/PR.8.DM.1	
7	Lesson 9	Let's Talk about Sex	SH.8.IC.1/PR.8.IC.2	
7	Lesson 10	Being the Change You Want to See in The World	PS.8.SM.1/PS.8.ADV.1	
7	Lesson 11	Being Smart, Staying Safe Online	HR.8.GS.1/HR.8.SM.2	
8	Lesson 1	Creating A Safe School: Celebrating All	ID.8.ADV.1/ID.8.AI.1/ S.8.SM.2	x
8	Lesson 2	The World Around Me	PD.8.INF.1/PR.8.INF.1/ HR.8.INF.1/SH.8.INF.1	
8	Lesson 3	Healthy or Unhealthy Relationships?	HR.8.CC.1/HR.8.SM.1/HR.8.CC.2	
8	Lesson 4	Choose Your Words Carefully	HR.8.IC./HR.8.IC.3	
8	Lesson 5	We Need to Talk	SH.8.IC.1/PR.8.IC.2	x
8	Lesson 6	Talking without Speaking: The Role of Texting in Relationships	HR.8.CC.5/HR.8.INF.2	x
8	Lesson 7	Warning Signs: Understanding Sexual Abuse and Assault	PS.8.CC.1/PS.8.CC.2/ PS.8.AI.1/SH.8.INF.1	
8	Lesson 8	Birth Control Basics	PR.8.CC.3/PR.8.CC.4/PR.8.AI.2	
8	Lesson 9	Using Condoms Effectively	PR.8.SM.1/SH.8.SM.1	
8	Lesson 10	STD Basics: Reducing Your Risks	SH.8.GS.1/SH.8.AI.2	

# Respect for All

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*  
Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

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

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


Demonstrate ways to treat others with dignity and respect.

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

**TARGET GRADE:** Grade 3  
Lesson 1

**TIME:** 40 Minutes

## MATERIALS NEEDED:

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

## LEARNING OBJECTIVES:

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

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

## PROCEDURE:

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

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

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

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

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

## Respect for All

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

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

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

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

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

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

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

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

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

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

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

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

## Respect for All

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

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

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

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

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

#### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

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

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

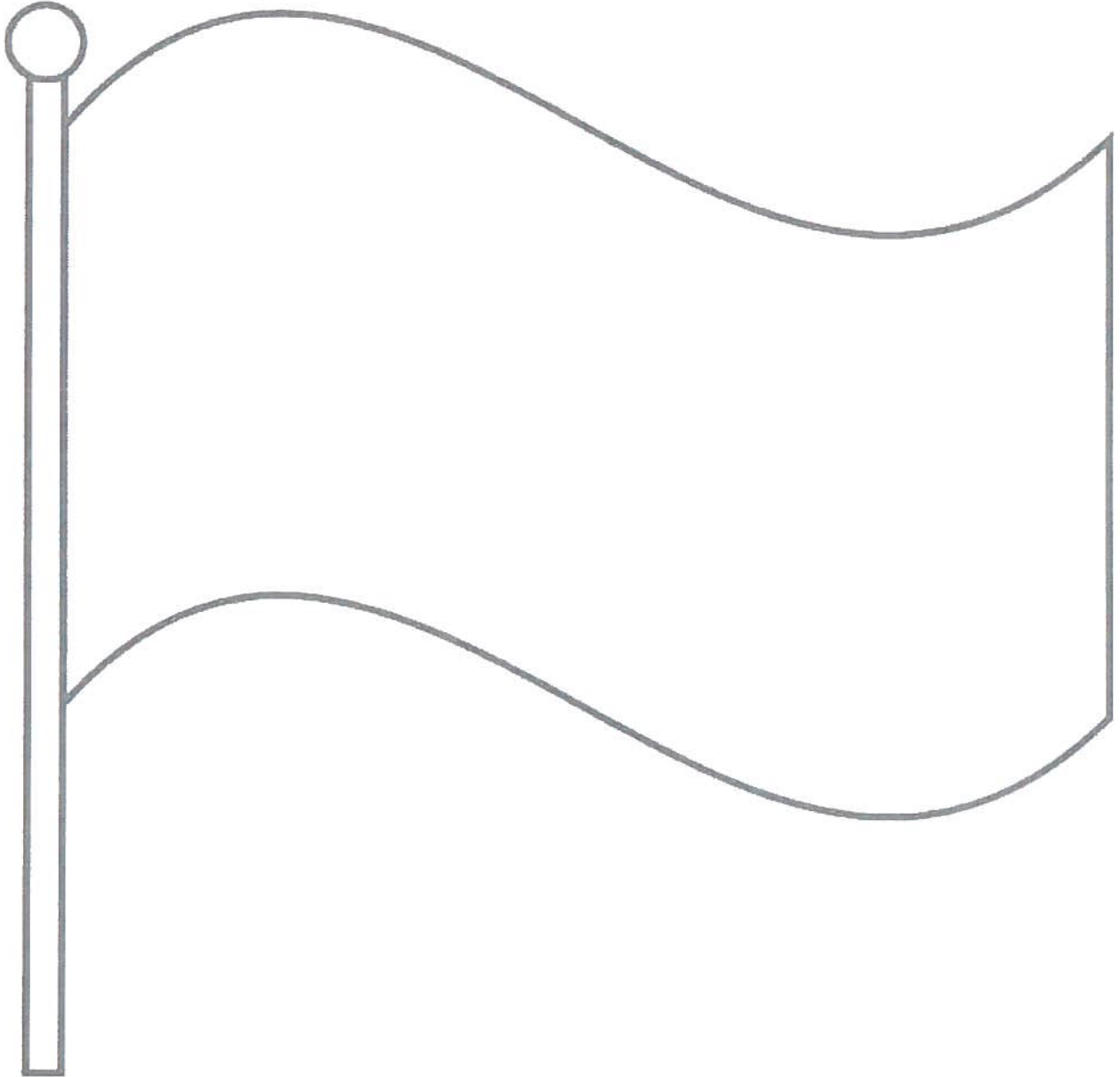
#### **HOMEWORK:**

##### ***Optional homework:***

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

## HOMEWORK: CREATING YOUR OWN FAMILY PRIDE FLAG

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



# Teasing, Harassment, and Bullying

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

Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

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

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

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

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

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

**TARGET GRADE:** Grade 3  
Lesson 2

**TIME:** 40 Minutes

## MATERIALS NEEDED:

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

## ADVANCE PREPARATION FOR LESSON:

Written on newsprint or the board have the following definitions:

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

## LEARNING OBJECTIVES:

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

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

## PROCEDURE:

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

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

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



## Teasing, Harassment, and Bullying

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

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

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

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

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

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

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

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

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

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

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

## Teasing, Harassment, and Bullying

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

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

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

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

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

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

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

## Teasing, Harassment, and Bullying

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

#### **Sample Scenarios:**

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

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

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

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

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

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

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

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

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

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

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

#### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

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

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

## **Teasing, Harassment, and Bullying**

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

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

### **HOMEWORK:**

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

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

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

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

\_\_\_\_\_ Ignore them.

\_\_\_\_\_ Tell them to stop.

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

WHO CAN I ASK FOR HELP?

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

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Teasing, Harassment, and Bullying

## Review

Name: \_\_\_\_\_

<b>TEASING</b>	<b>BULLYING</b>	<b>HARASSMENT</b>
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From the list of words above, fill in each blank with the correct term for each definition.

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

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

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

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

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

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

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# Feeling SAFE!

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*  
Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

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

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

**TARGET GRADE:** Grade 3  
Lesson 3

**TIME:** 40 Minutes

## MATERIALS NEEDED:

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

## LEARNING OBJECTIVES:

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

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

## PROCEDURE:

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

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

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

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

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

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



## Feeling SAFE!

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

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

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

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

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

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

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

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

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

Read the following scenario aloud:

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

## Feeling SAFE!

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

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

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

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

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

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

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

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

#### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

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

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

#### **HOMEWORK:**

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

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

S \_\_\_\_\_

Get A \_\_\_\_\_

F \_\_\_\_\_

E \_\_\_\_\_

## EVERYONE HAS A RIGHT TO FEEL SAFE

### Answer Sheet

Name: \_\_\_\_\_

S - SAY STOP!

A - GET AWAY

F - FIND AN ADULT

E - EXPLAIN WHAT HAPPENED

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

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

A Run away from Jeremy.

F Go into the classroom where the teacher is.

E Tell the teacher what happened and what you said.

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

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

A Move away from Grandma, maybe into another room.

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

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

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



**EVERYONE HAS A RIGHT TO FEEL SAFE**  
*Worksheet*

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

Name: \_\_\_\_\_

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

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

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

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

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



# Making Sense of Puberty

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

*Fostering respect and responsibility through age-appropriate sexuality education.*

## **NSES ALIGNMENT:**

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

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

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

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

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

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

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

**TARGET GRADE:** Grade 4 Lesson 1

**TIME:** 40 Minutes

## **MATERIALS NEEDED:**

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

## **ADVANCE PREPARATION FOR LESSON:**

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

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

## **LEARNING OBJECTIVES:**

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

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

## **PROCEDURE:**

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

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

## Making Sense of Puberty

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

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

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

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

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

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

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

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

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

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

## **Making Sense of Puberty**

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

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

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

### **HOMEWORK:**

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



# Get taller



**Grow breasts**

# Weight gain



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

# Get acne



**Hair texture  
may change**

**Hormones are  
raging**



**Voice deepens**



# Spontaneous erectiions



# Menstruation

# Wet dreams



# Hips widen

# Voice cracks



# Muscle growth

**Sweat starts  
to smell**



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



**More  
interested in  
being with  
friends**



**May have more  
conflict with  
parents**

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



**Peer pressure  
increases**

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



# **Anxiety and stress**

# **Intense feelings**



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



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



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

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



## Changes of Puberty

### Answer Key

#### PHYSICAL CHANGES OF PUBERTY

Get taller

Grow breasts

Weight gain

Grow hair under arms, on legs, around genitals

Get acne

Hair texture may change

Hormones are raging

Voice deepens

Spontaneous erections

Menstruation

Wet dreams

Hips widen

Voice cracks

Muscle growth

Sweat starts to smell

#### SOCIAL CHANGES OF PUBERTY

May want to try more and riskier things

More interested in being with friends

May have more conflict with parents

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

Peer pressure increases

#### EMOTIONAL CHANGES OF PUBERTY

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

Anxiety and stress

Intense feelings

Feel self-conscious about how your body looks

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

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

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

# Learning about Puberty

## Handout

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

### BOOKS

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

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

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

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

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

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

### WEBSITES

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

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

Kids Health from Nemours – [http://kidshealth.org/kid/grow/body\\_stuff/puberty.html](http://kidshealth.org/kid/grow/body_stuff/puberty.html)

## Physical

### *Get taller*

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

### *Grow breasts*

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

### *Weight gain*

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

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

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

### *Get acne*

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

### *Hair texture may change*

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

### *Hormones are raging*

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

### *Voice deepens*

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

### *Spontaneous erections*

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

### *Voice cracks*

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

### *Menstruation*

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

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

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

### *Wet dreams*

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

### *Hips widen*

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

### *Acne*

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

### *Muscle growth*

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

### *Sweat starts to smell*

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



**Remaining Questions**  
*Homework*

Name: \_\_\_\_\_

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

I. Questions I still have about puberty include:

A. \_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_

C. \_\_\_\_\_

\_\_\_\_\_

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

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

# Figuring Out Friendships

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

Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

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

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

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

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

**TARGET GRADE:** Grade 4  
Lesson 2

**TIME:** 40 Minutes

## MATERIALS NEEDED:

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

## LEARNING OBJECTIVES:

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

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

## PROCEDURE:

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

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

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

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

## Figuring Out Friendships

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

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

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

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

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

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

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

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

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

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

## Figuring Out Friendships

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

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

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

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

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

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

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

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

### HOMEWORK:

"Circles of Trust" worksheet as described above.

## TRUSTED ADULTS

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

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

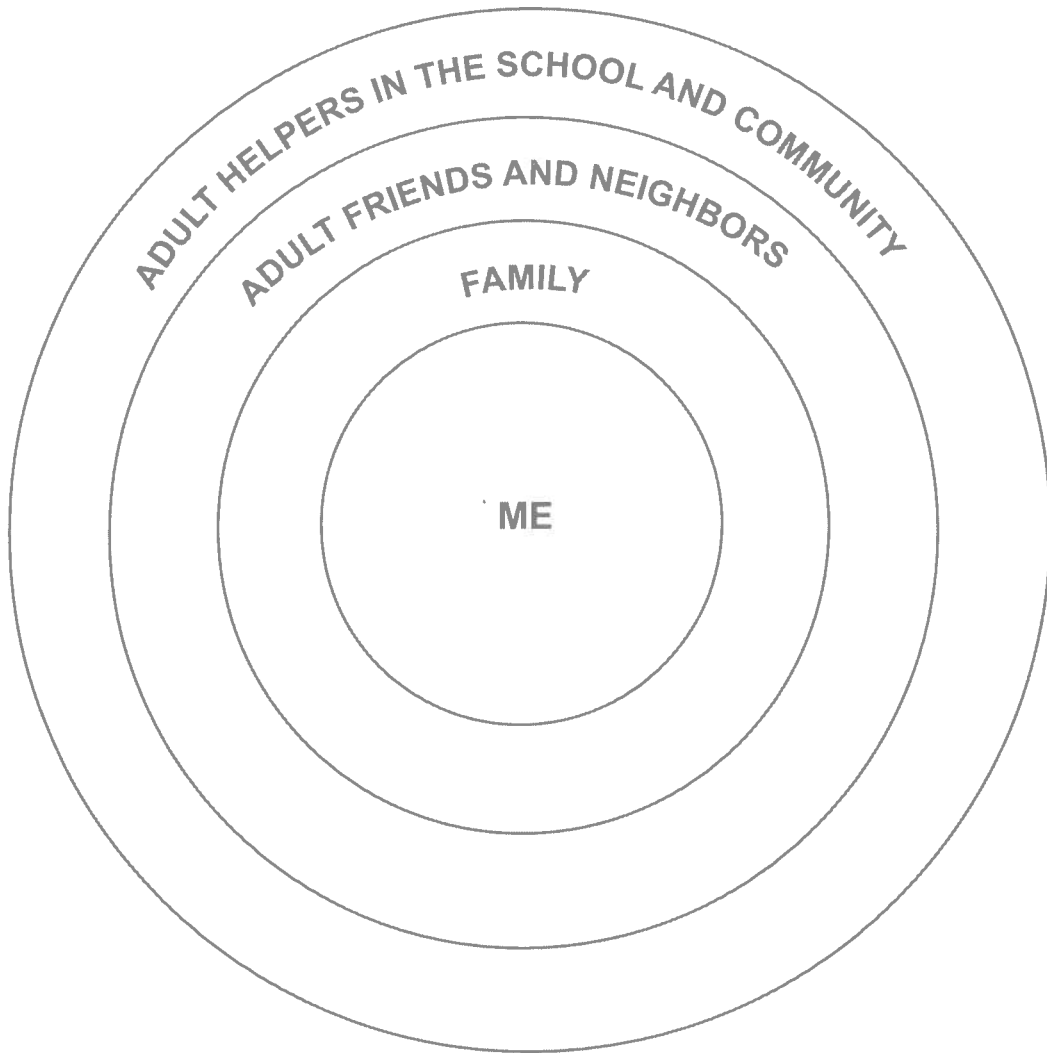
**What would a trusted adult do if you told them that something bad or dangerous had happened to you or you were worried that something might happen to you?** A trusted adult would try to help you solve the problem, be understanding, get help, and work hard to keep you safer.

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

**Circles of Trust**  
*Homework*

Name: \_\_\_\_\_

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



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

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# Positive and Negative Influences on Relationships Worksheet

Name: \_\_\_\_\_

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

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

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## Healthy and Unhealthy Friendship Quiz

### Quiz

#### TRUE OR FALSE

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

1. \_\_\_\_\_ Spend all of their time together.
2. \_\_\_\_\_ Put pressure on each other to do something they may not want to do.
3. \_\_\_\_\_ Only wear clothes that the other person likes or approves of.
4. \_\_\_\_\_ Share personal information and trust each other.
5. \_\_\_\_\_ Do what the other person wants so they won't get mad at them.
6. \_\_\_\_\_ Don't get insulted or take it seriously when the other person teases them (like calling them names like stupid or lazy or swearing at them).
7. \_\_\_\_\_ Always think the same way and never argue.
8. \_\_\_\_\_ Do what the other person wants to do even if they don't want to or don't think it's a good idea.
9. \_\_\_\_\_ Stand up for each other when they are being teased or bullied.
10. \_\_\_\_\_ Only hang out with each other and don't have any separate friends.
11. \_\_\_\_\_ Say nice things to each other to their face but spread rumors behind their backs.
12. \_\_\_\_\_ Tell an adult if they think the other person is doing something harmful or dangerous.



## HEALTHY AND UNHEALTHY RELATIONSHIPS – ANSWER KEY

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

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

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

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

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

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

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

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

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

**True or False**  
**Answer Key**

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

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

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



# Your Body, Your Rights

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

Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

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

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

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

**TARGET GRADE:** Grade 4  
Lesson 3

**TIME:** 40 Minutes

## MATERIALS NEEDED:

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

## ADVANCE PREPARATION FOR LESSON:

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

## LEARNING OBJECTIVES:

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

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

## PROCEDURE:

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

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

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

## Your Body, Your Rights

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

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

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

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

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

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

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

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

## Your Body, Your Rights

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

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

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

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

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

### HOMEWORK:

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

## What Do You Know About Sexual Abuse?

### Teacher's Guide

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

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

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

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

#### 2. Which of the following statements is TRUE:

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

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

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

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

## What Do You Know About Sexual Abuse?

### Teacher's Guide (cont.)

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

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

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

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

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

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

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



## What Do You Know About Sexual Abuse?

### Worksheet

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

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

## What We Talked About Today

### Homework

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

#### **For Student to Share with Parent/Caregiver:**

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

- 1.
- 2.
- 3.

#### **For Student to Share with Parent/Caregiver:**

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

#### **For Parent/Caregiver to Discuss with Student:**

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

Student Signature: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_



# Taking a Stand Against Bullying

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

Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

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

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

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

**TARGET GRADE:** Grade 4  
Lesson 4

**TIME:** 40 Minutes

## MATERIALS NEEDED:

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

## ADVANCE PREPARATION FOR LESSON:

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

## LEARNING OBJECTIVES:

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

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

## PROCEDURE:

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

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

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

- Be a buddy
- Interrupt the bully

## Taking a Stand Against Bullying

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

- Speak out
- Tell someone

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

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

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

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

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

Give them the following guidelines for the activity:

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

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

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

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

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

## **Taking a Stand Against Bullying**

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

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

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

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

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

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

### **HOMEWORK:**

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

## Making a Difference to Stop Bullying Homework

Name: \_\_\_\_\_

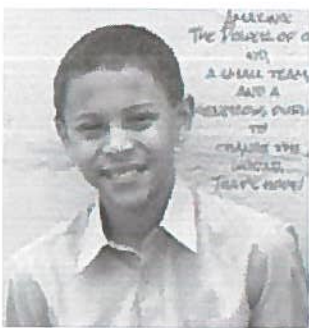
Date: \_\_\_\_\_

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



### Vanessa VanDyke

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



### Jaylen Arnold

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



### Brigitte Berman

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

### Questions:

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

# Our Upstander Story

## Handout A

James: \_\_\_\_\_

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

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

### Questions:

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

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

3. How does Calvin bully that student? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

a. \_\_\_\_\_

b. \_\_\_\_\_



**Our Upstander Story**  
*Handout B*

Names: \_\_\_\_\_

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

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

**Questions:**

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

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

3. How does Jenny bully that student? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

a. \_\_\_\_\_

b. \_\_\_\_\_

# Sexual and Reproductive Anatomy

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*  
Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

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

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

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

**TARGET GRADE:** Grade 5  
Lesson 1

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- LCD projector and screen
- Desktop or laptop with PowerPoint on it
- PowerPoint: “Sexual and Reproductive Anatomy”
- Handouts of male and female slide – one per student
- Colored pencils (preferable) or crayons for each student
- Homework: “Body Parts” – one per student

## A NOTE ABOUT LANGUAGE:

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

## ADVANCE PREPARATION FOR LESSON:

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

## LEARNING OBJECTIVES:

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

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

## PROCEDURE:

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

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

(2 minutes)

Sexual and Reproductive Anatomy  
A Lesson Plan from Rights, Respect,  
Responsibility: A K-12 Curriculum

**STEP 2:** Say, “While there are hundreds of parts that almost everyone has in common, there are only a few parts that just biological males have that biological females don’t have and there are only a few parts that just biological females have that biological males don’t have. Today, we are going to talk about those parts which are part of our reproductive system.” Tell them that the reproductive system includes those body parts that are used in reproduction; that is, in making and having babies. Say “Most people who have biological male reproductive parts are boys and most people who have biological female reproductive parts are girls, but sometimes people can have reproductive parts that don’t match who they are.” (1 minute)

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

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

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

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

Explain that these parts of the body are called genitals. Then point to the anus. Explain that this is the opening where the solid waste, or poop, leaves the body when someone makes a bowel movement. The anus and the bladder are not part of the reproductive system. (15 minutes)

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

Point out an ovary. Pronounce the word then say, “Does anyone know what the ovary does?” Take a few responses and say, “The ovaries are two little round organs that store ova. Ova are another word for eggs. The ova are very small, about the size of a period at the end of a sentence, and are needed if a person with a uterus decides they want to make a baby.

Sexual and Reproductive Anatomy  
A Lesson Plan from Rights, Respect,  
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They provide the egg, which can join with the sperm to make a baby. Once they go through puberty, the ovaries start to send out one egg each month to the uterus.”

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

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

Next, point to the exterior view. Point out the vulva. Pronounce the word and say, “This is another term for these genitals. These parts are on the outside of the body.” First, point to the urinary, or urethral opening. Say that this is the opening in the body where urine leaves the body. Everyone has a urethra that connects to the bladder and carries urine outside the body through the urethral opening. Then, point to the vaginal opening and say, “This is the opening to the vagina through which a baby is born and through which blood passes when a person menstruates each month.” Then point to the clitoris and say “This is the clitoris, located above the urethral opening, is very sensitive. (15 minutes)

**STEP 5:** Ask children to name the parts of the genitals as you point to them. Help them to pronounce each word correctly by having the group say each word together several times and ask for a volunteer to say what the function is for each. Then ask: “What are some good places someone could go if they wanted to learn more about the reproductive system?”

*Note to the Teacher:* Responses that you want to encourage are: books from the library or the bookstore; films or DVDs that you see in school; the school nurse; your doctor. If students suggest the internet, make sure to reinforce that the internet does have some reliable and accurate information but it also has a lot of bad and wrong information and so the internet is only a good source if they find a reliable site. The same for television or even magazines. If students suggest friends or older siblings, tell them that, although we learn a lot from our friends, classmates and older siblings, they often don't have accurate information so they are not generally a good source. Tell students if they learn something about the reproductive system from someone their age or from an older child or teenager, to check it out with an adult or look in a book, to find out if it is accurate.

Conclude the lesson by encouraging students to learn about their bodies and tell them that it is good to know the names of their body parts, to take care of their bodies and to feel proud of them. (7 minutes)

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The homework assignment is designed to assess all five learning objectives from each student individually.

### HOMEWORK:

Distribute “Body Parts” worksheet. For homework, have students work with a family member to identify whether each part belongs to each reproductive system, to identify the function for each part, and one source of accurate information about reproduction.

Body Parts  
Homework

FRONT

Directions:

1. Check the box that correctly identifies who has each part
2. Put the letter from the list on the back of this sheet that correctly identifies the description or main function for each part.

BODY PART	MOST BOYS HAVE THIS	MOST GIRLS HAVE THIS	EVERYONE HAS THIS	DESCRIPTION OR FUNCTION (from list on back)
1. URETHRA				
2. PENIS				
3. TESTICLES				
4. VULVA				
5. SCROTUM				
6. VAGINA				
7. ANUS				
8. GENITALS				
9. CLITORIS				
10. OVARIES				
11. BLADDER				

One good place to get accurate information about reproduction is:

---

BACK

**Descriptions and Functions:**

- a. Carries urine from the bladder to the outside of the body.
- b. Two small round organs that produce sperm, which are needed to make a baby.
- c. Opening where solid waste (poop) leaves the body.
- d. The reproductive system parts on the outside of the body.
- e. The organ that stores urine (pee).
- f. Store the eggs (ova).
- g. Part on the outside of the body that contains the vaginal opening, the urethral opening and the clitoris.
- h. The passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born.
- i. A very sensitive part.
- j. Part that contains the urethra through which urine and, in grown ups, semen with sperm pass through to leave the body.
- k. Pouch of skin that holds the testicles.

Body Parts: Homework  
Teacher's Guide

Directions:

1. Check the box that correctly identifies who has each part
2. Put the letter from the list on the back of this sheet that correctly identifies the description or main function for each part.

BODY PART	MOST BOYS HAVE THIS	MOST GIRLS HAVE THIS	EVERYONE HAS THIS	DESCRIPTION OR FUNCTION (from list on back)
1. URETHRA			✓	A.
2. PENIS	✓			J.
3. TESTICLES	✓			B.
4. VULVA		✓		G.
5. SCROTUM	✓			K.
6. VAGINA		✓		H.
7. ANUS			✓	C.
8. GENITALS			✓	D.
9. CLITORIS		✓		I.
10. OVARIES		✓		F.
11. BLADDER			✓	E.

# Sexual and Reproductive Anatomy

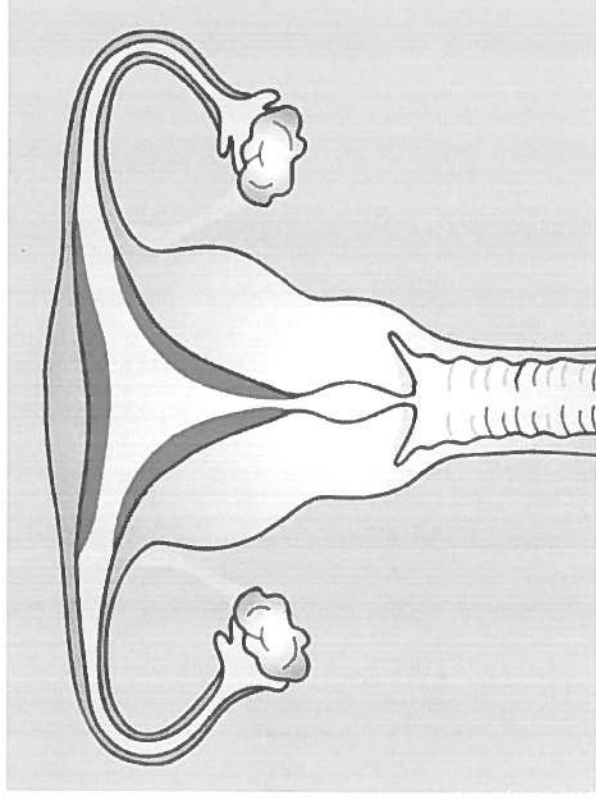
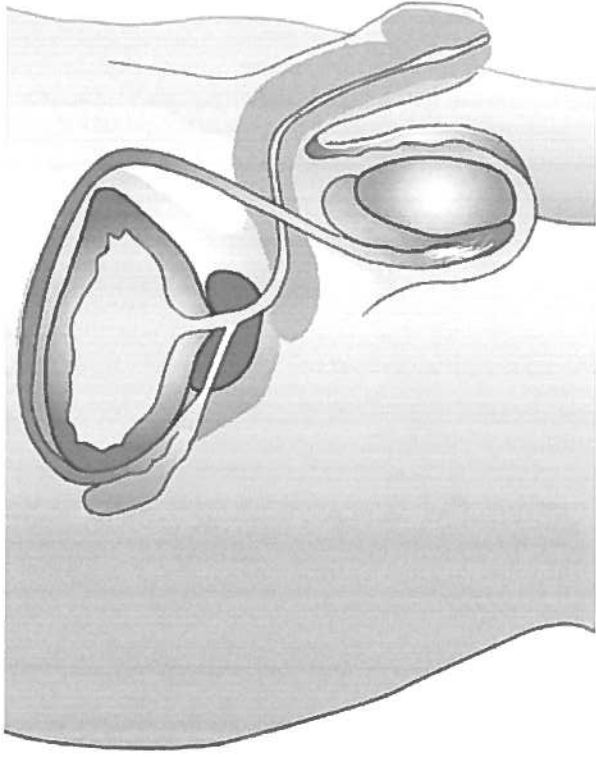
To Be Used with 3Rs

Grade 5, Lesson 1

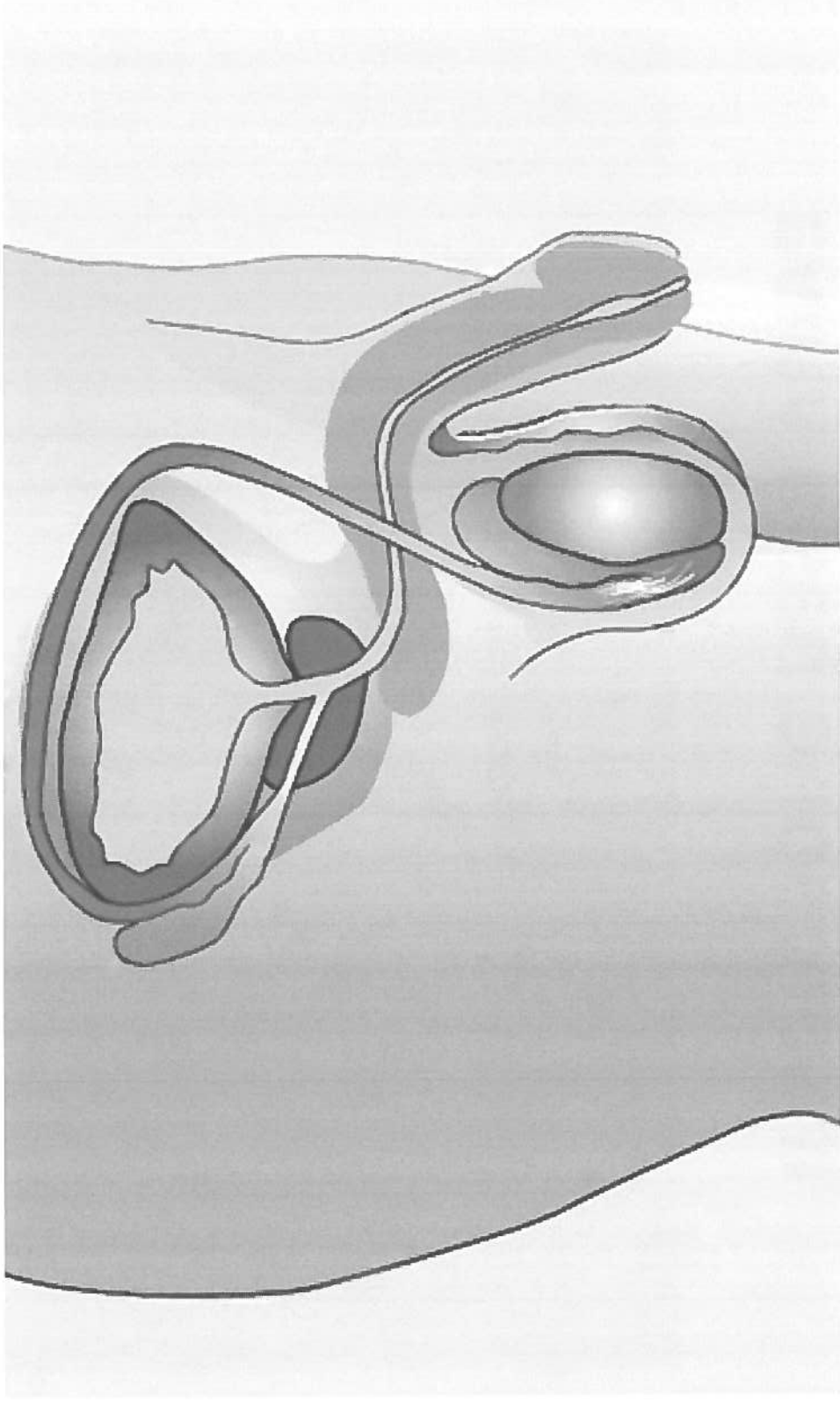
Sexual & Reproductive Anatomy



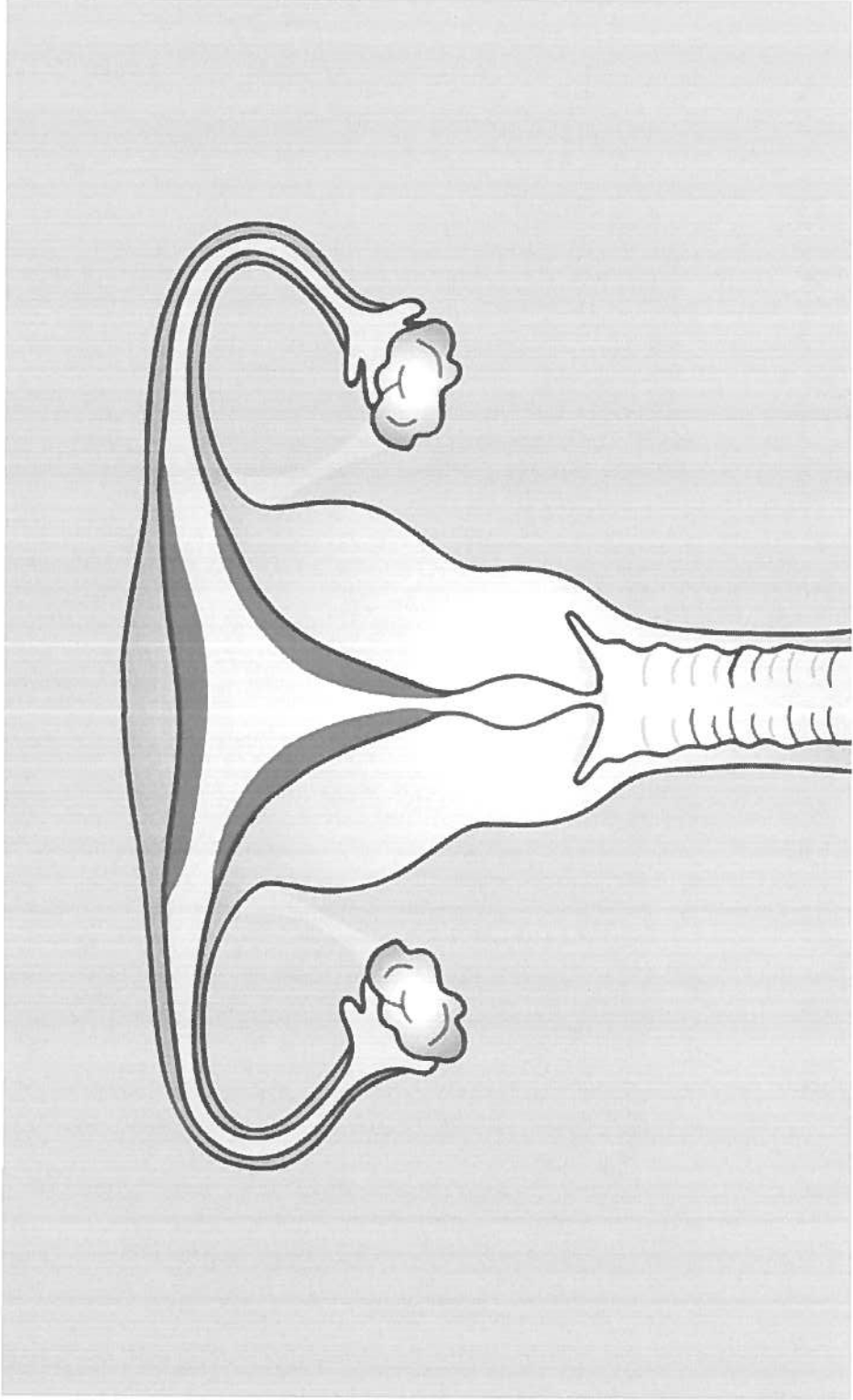
# Reproductive Anatomy



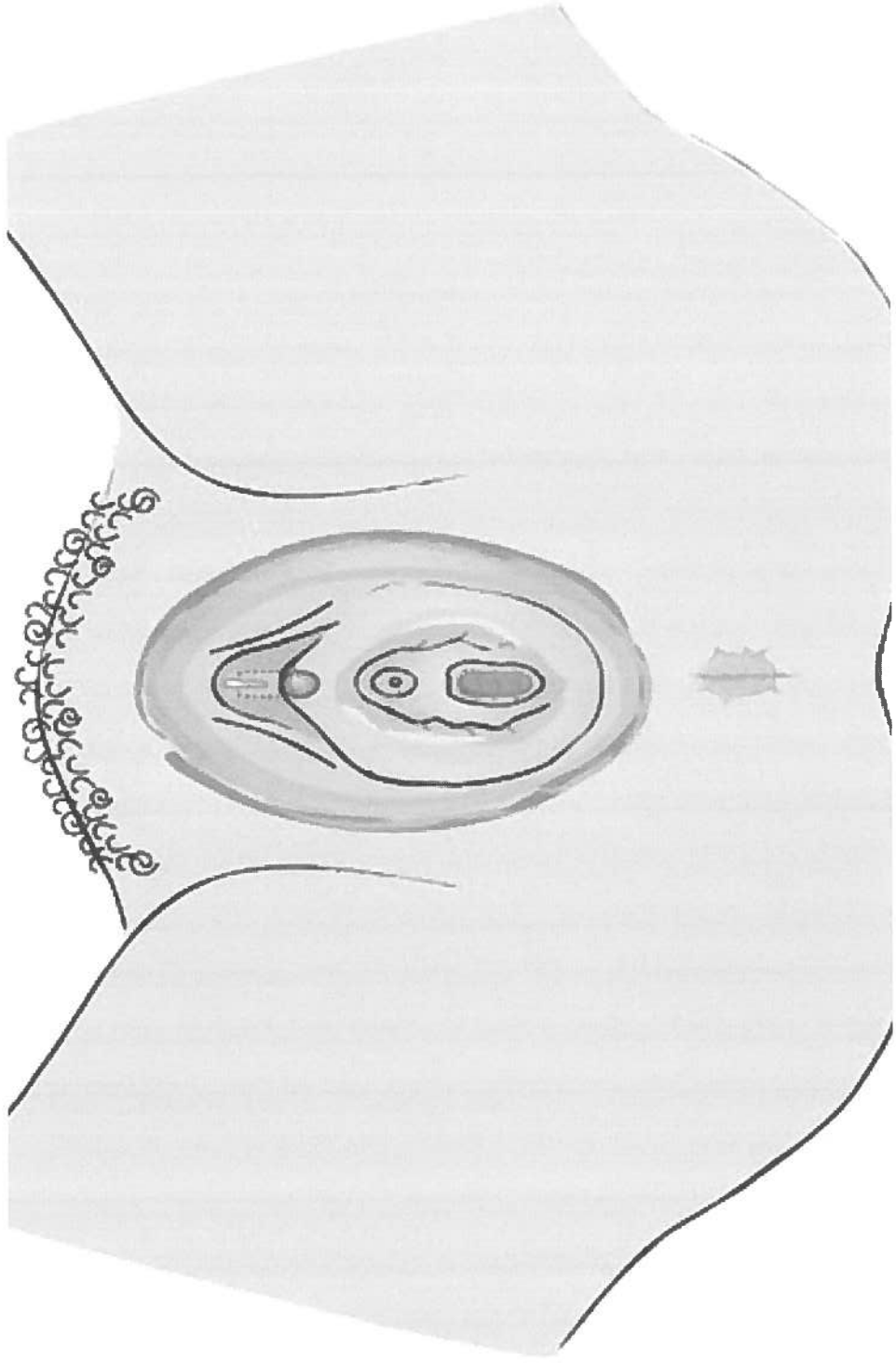
**If someone has a penis**



**If someone has a vulva**



# Vulva





# Puberty and Reproduction

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum  
Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

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

**PD.5.CC.3** – Describe how puberty prepares human bodies for the potential to reproduce.

**PR.5.CC.1** – Describe the process of human reproduction.

**TARGET GRADE:** Grade 5  
Lesson 2

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- PowerPoint: “Sexual and Reproductive Anatomy”
- Worksheet: “Human Reproduction” – one per student
- Steps to Human Reproduction Cards – one set for each small group
- “Human Reproduction Answer Key” – one copy for the teacher
- Board/newsprint
- Markers/chalk
- LCD projector and screen
- Desktop or laptop with PowerPoint on it

## ADVANCE PREPARATION FOR LESSON:

Print out the Steps to Human Reproduction Cards and cut them out. Make enough sets for each small group.

You should be familiar with the functioning of the reproductive system and human reproduction and be prepared to respond to questions. A review can be found at <http://www.sexualityandu.ca/sexual-health/all-about-puberty/sexual-reproduction>. It is also important for you to be aware of your district and/or state policies in place that may dictate what they can and cannot share about human reproduction.

## LEARNING OBJECTIVES:

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

1. Describe how puberty prepares the human male body for the potential to reproduce. [Knowledge]
2. Describe how puberty prepares the human female body for the potential to reproduce. [Knowledge]
3. Describe the process of human reproduction by identifying the correct order of steps involved in conception. [Knowledge]

## A NOTE ABOUT LANGUAGE:

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

## PROCEDURE:

**STEP 1:** Tell students that today you are going to discuss how puberty can prepare the human body for the potential to reproduce. Ask: “Who remembers what puberty is?”

*Note to the Teacher: Answers might include a normal part of growing up when our bodies change from being a child’s body to an adult body. Remind students that puberty typically begins anywhere from age 8 – 16 – usually a little earlier for female bodies than male bodies – and continues all the way until a person reaches their full adult height, sometime in the later teens for female bodies and up to the early twenties for male bodies.*

## Puberty and Reproduction

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

Say, “One of the biggest differences between a person who has gone through puberty and somebody who has not is that an adult body is the ability to reproduce, or make a baby. That is an important change that happens during puberty. The main changes that happen during puberty are the result of hormones: testosterone and estrogen mainly. Hormones are the natural chemicals our bodies make.”  
(3 minutes)

**STEP 2:** Start the PowerPoint with slide one and say “Who can remember the names of the male body parts that we talked about in a previous lesson?” Together with the students, name the parts on the diagram.

*Note to the Teacher:* You may want to provide a word bank on the board/newsprint to help students to remember the names.

Next, show slides two and three of the female body and again ask “Who can remember the names of the parts of the female body parts that we talked about in a previous lesson?”  
(9 minutes)

**STEP 3:** Tell students: “Puberty starts because a person’s body starts to produce a very large quantity of hormones that they were only producing in small amounts before. Male bodies start to produce a lot more testosterone and a little bit of estrogen and female bodies start to produce a lot more estrogen and a little bit of testosterone. All of these changes happen because of the new surge of these hormones.”

Show students slide four that has both the male and female interior diagrams on it together. Explain to students that only some of the male and female body parts are needed for reproduction and therefore are part of the reproductive system. Say, “On the male diagram, the parts that are used in reproduction are the testicles, penis, urethra and vas deferens.” Say, “On the female diagram, the parts that are used in reproduction are the uterus, ovaries, fallopian tubes and vagina.” (3 minutes)

**STEP 4:** Tell students: “Through the production of testosterone and estrogen, the reproductive system becomes able to reproduce or make a baby.” Tell them that you are now going to explain to them how conception occurs.

*Note to the Teacher:* As you go through the process of conception, use the diagrams of the interior male and female bodies to help to explain each of these processes. The description below is a suggestion for explaining the process of human conception. Details can be added from the teacher’s resource or excluded to meet the needs of the class and/or district and state policy.

Say: “When puberty begins, testicles, which is where most of the hormone testosterone is produced, start to produce sperm. Sperm are tiny cells that are needed to reproduce. For reproduction to happen, the sperm exit the testicles and travel up through the two small tubes called the vas deferens. After they pass through the vas deferens, the sperm cells mix with semen. Semen is a fluid that helps to protect and nourish the sperm and make them able to fertilize an egg. After the sperm mix with the semen, they travel up through the urethra in the penis and out of the tip of the penis. This is called an ejaculation.”

Next say: “When puberty begins, ovaries, which produce most of the hormone called estrogen, start to release an egg, called an ovum, about once a month. The process of the ovary releasing an ovum is called ovulation. When ovulation occurs, the egg or ovum enters

## Puberty and Reproduction

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

the fallopian tube. (Remind students that once ovulation begins, the uterus, each month starts to prepare for a fertilized ovum because if a person becomes pregnant, the uterus is where the fetus will live and grow until it is born.) So, every month, the lining of the uterus thickens with extra blood and tissue. If no fertilized egg comes down to the uterus, which is most months, then the uterus sheds its lining, which flows out of the body through the vagina and this is called menstruation or having a period.)

Say “Conception, or reproduction, generally happens when the semen containing hundreds of millions of sperm cells leaves the penis (ejaculation) and enters the vagina through sexual intercourse.

*Note to the Teacher: It is likely that some students will react with embarrassment, discomfort, or disgust from the mention of sexual intercourse. Explain to students that this is an adult behavior and that because they are only in fifth grade, it is perfectly normal for them to think it is yucky or funny.*

The semen with the sperm travels through the vagina and into the uterus through its opening called the cervix and then into the fallopian tubes. Even though hundreds of millions of sperm are ejaculated only one sperm can attach itself to the egg and fertilize it. The fertilized egg then travels back down to the uterus where if it attaches itself to the wall of the uterus a pregnancy has started. The fetus will stay in the uterus for about nine months before a baby is born.” (10 minutes)

**STEP 5:** Tell students that they are now going to see what they remember about conception by placing the steps of conception in the right order on a diagram. Break up students into pairs or trios. Give each group a conception worksheet and a stack of cards or slips of paper with the steps of conception on them. Explain to students that on the part of the “Y” marked “Male,” they are to put the cards relating to the male part of reproduction in the correct order starting from the top (the first step is already there to help them). On the part of the “Y” marked “Female,” they are to put the cards relating to the female part of reproduction in order following the first step. As students work on their diagrams, go around and offer assistance or clues to help them. (Alternatives: Depending on the need to assess students, this activity can be done independently so the teacher can assess students on an individual basis. Another option is to do this as a large group activity with the whole class. In such a situation, the teacher can make a giant diagram on the floor with chalk and enlarge the signs to have the class build a giant conception diagram). (10 minutes)

**STEP 6:** Review the diagrams, correcting mistakes and reviewing information. With any time remaining, ask students if they have any questions. Take as much time as possible to respond to their questions. Close by telling students that it is okay if they still have more questions. Tell them that they should go home and ask their adult family members their questions. Remind them that they can always come to you or to the school nurse. (5 minutes)

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The activity in step five is designed to assess objectives one, two and three.

### **HOMEWORK:**

None.



## Steps to Human Reproduction Cards

**Sperm leave the testicles and go up the vas deferens**

**Semen, filled with sperm, leaves the penis (ejaculation)**

**Sperm mixes with semen**

**An egg is released from an ovary (ovulation)**

**Egg enters the fallopian tube**

**The fertilized egg travels down through the fallopian tube to the uterus**

**Lining of the uterus thickens with blood and tissue**

**One sperm meets an egg in the fallopian tube and fertilizes it**

**Fertilized egg attaches to the wall of the uterus**

**Pregnancy begins**

**Sperm travel up the vagina, through the cervix into the uterus, and into the fallopian tubes**

# MALE

Sperm is made in the testicles

# FEMALE

Lining of the uterus thickens with blood and tissue

[Dotted box for male process]

[Dotted box for female process]

[Dotted box for male process]

[Dotted box for female process]

[Dotted box for combined process]

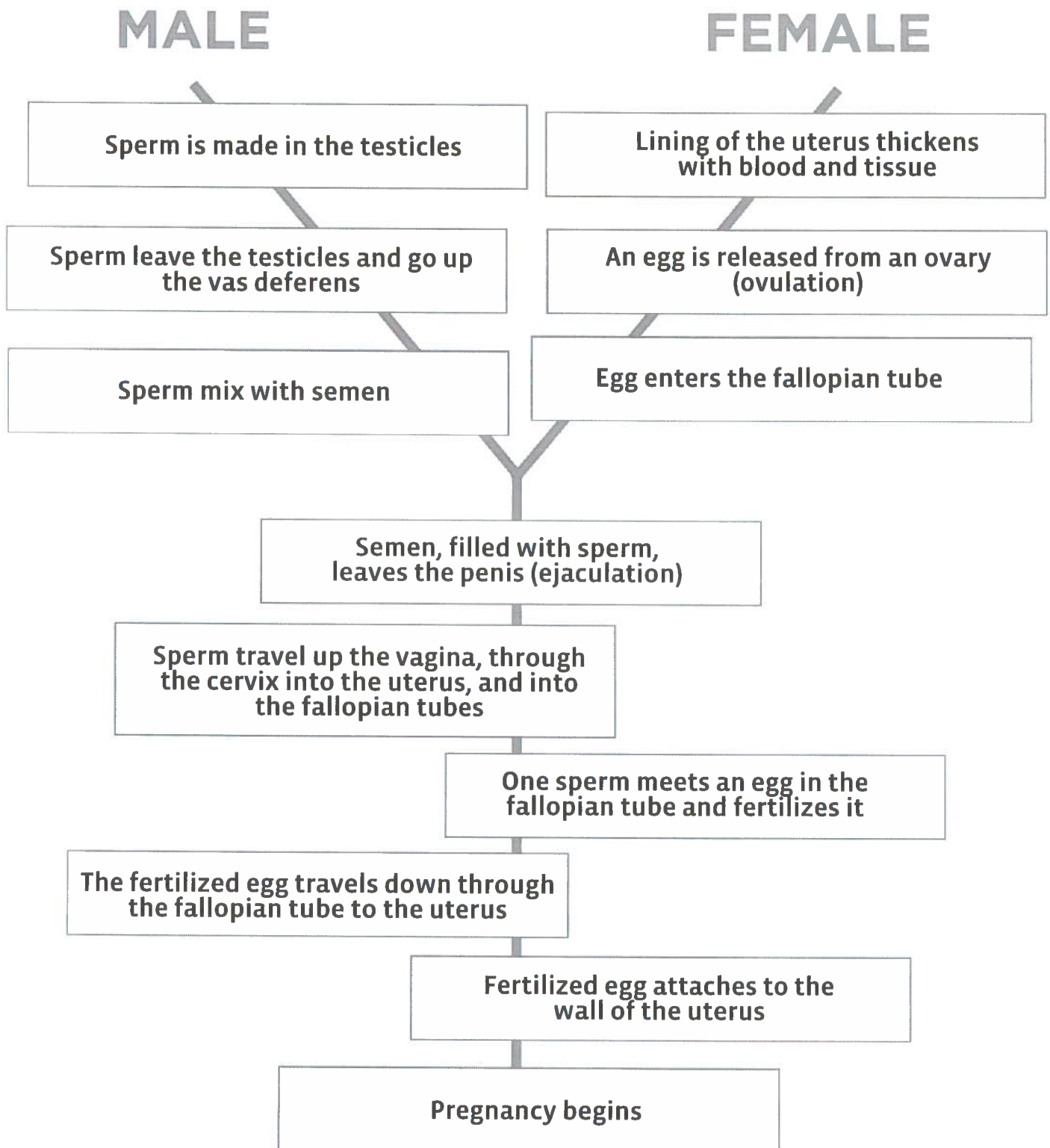
[Dotted box for combined process]

[Dotted box for combined process]

[Dotted box for combined process]

[Dotted box for combined process]

Pregnancy begins



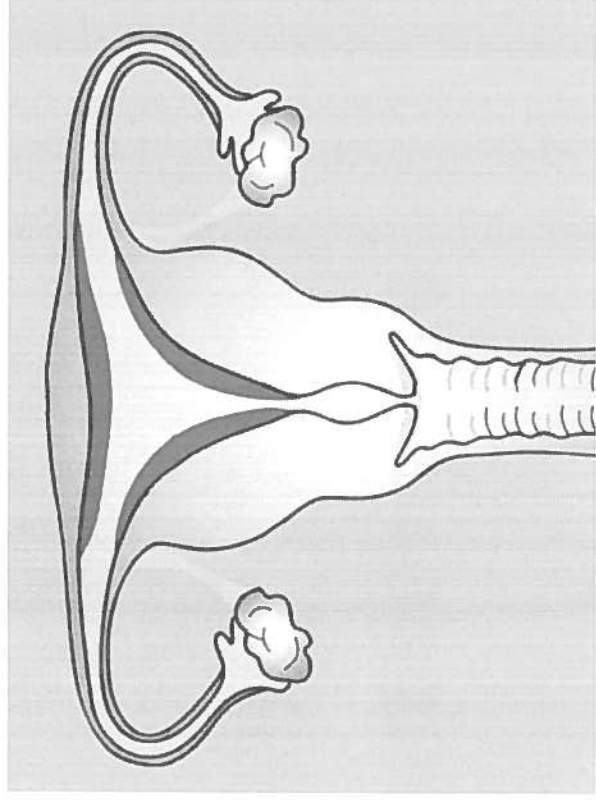
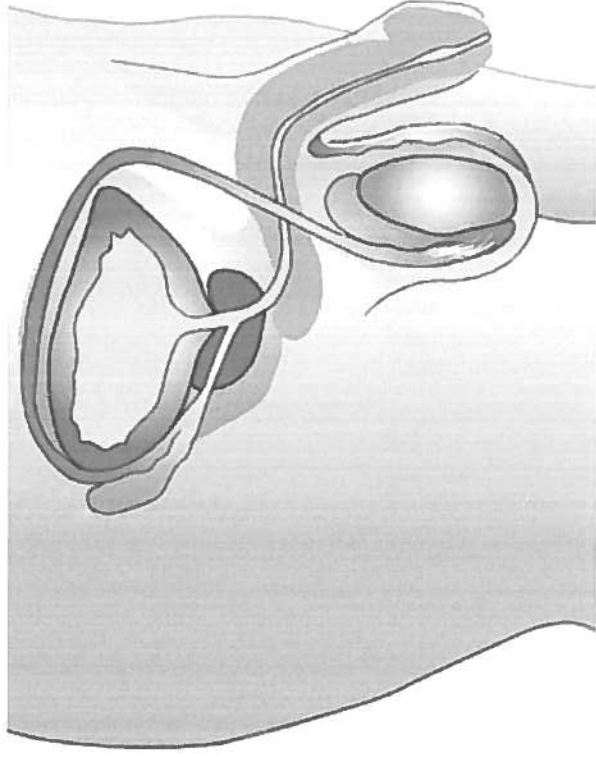
# Sexual and Reproductive Anatomy

To Be Used with 3Rs

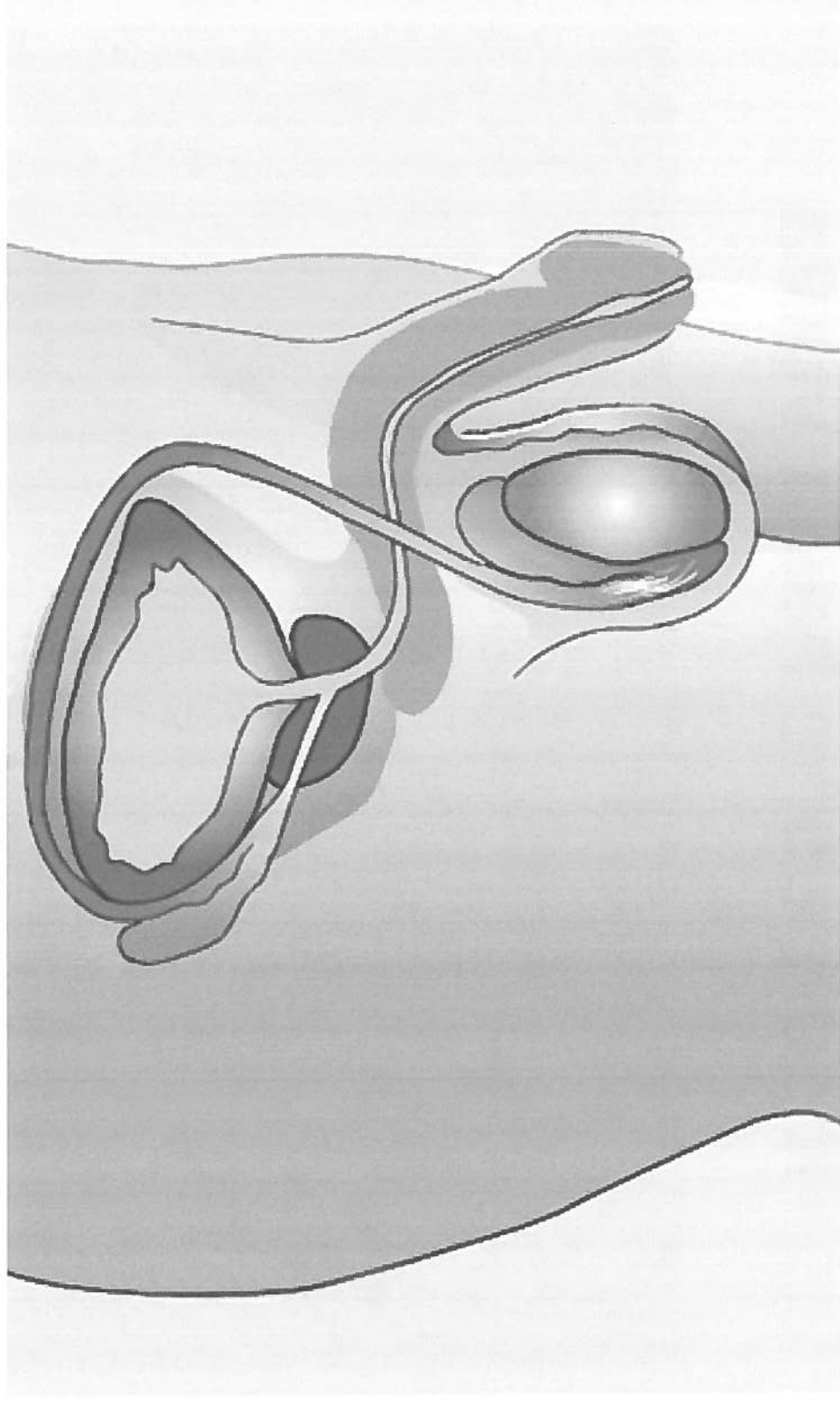
Grade 5, Lesson 2

Puberty & Reproduction

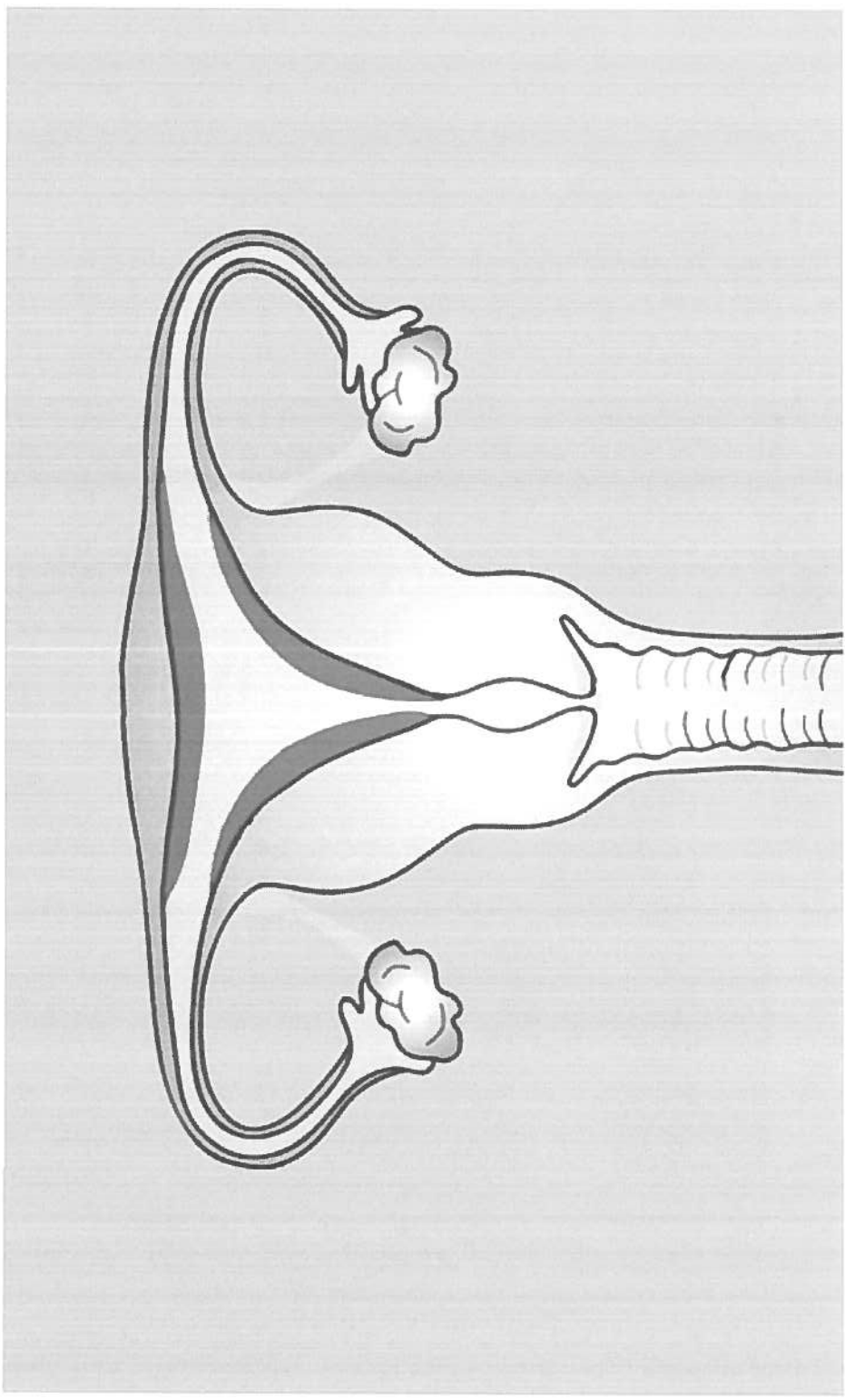
# Reproductive Anatomy



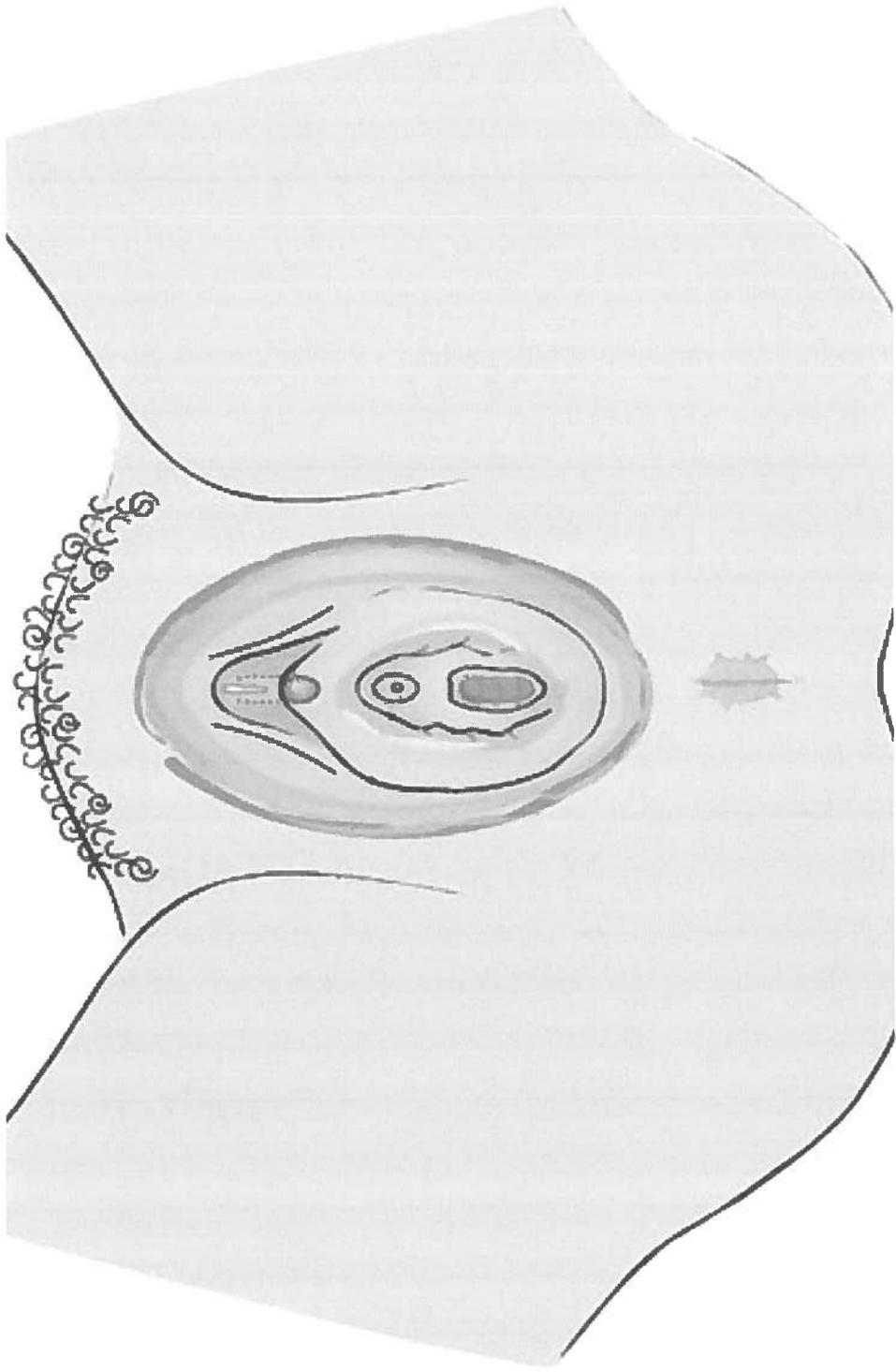
**If someone has a penis**



**If someone has a vulva**



# Vulva







# Learning about HIV

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

*Fostering respect and responsibility through age-appropriate sexuality education.*

## **NSES ALIGNMENT:**

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

**SH.5.CC.1** – Define HIV and identify some age-appropriate methods of transmission, as well as ways to prevent transmission.

**TARGET GRADE:** Grade 5  
Lesson 3

**TIME:** 40 Minutes

## **MATERIALS NEEDED:**

- Newsprint/Board
- Markers/chalk
- Handout: "Facts about HIV" – one per student
- "Teacher's Resource: HIV Infection and AIDS" – one copy for the teacher
- Answer Key: "Facts about HIV" – one copy for the teacher

## **ADVANCE PREPARATION FOR LESSON:**

It is helpful for students to have a basic understanding of the human immune system, how it works, and the concept of germs. The teacher should also review the teacher's resource included with this lesson to make sure to be up to date on information about HIV and AIDS. Finally, the teacher should also be prepared not to discuss explicit sexual situations but to refer a student with such a question to ask an adult family member.

## **LEARNING OBJECTIVES:**

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

1. Define HIV as a virus that is transmitted through bodily fluids that weakens your immune system. [Knowledge]
2. Identify at least two ways in which HIV can be transmitted. [Knowledge]
3. Identify at least two ways in which HIV is not transmitted. [Knowledge]
4. Identify at least one way to prevent HIV transmission. [Knowledge]
5. Identify at least one treatment for HIV. [Knowledge]

## **PROCEDURE:**

**STEP 1:** Begin the activity by introducing the difference between communicable and non-communicable disease. Explain that communicable diseases are diseases that one person can give to another; or get from someone else. Ask students to raise their hands and give examples of communicable diseases (some responses may include: the common cold, stomach virus, the flu) Say "Communicable diseases are caused by tiny organisms or germs that are contagious. Not all infections, however, are contagious. Then say, "Non-communicable diseases are those that cannot be spread from one person to another." Ask for examples of non-communicable diseases, or infections (Some responses may include: appendicitis, an infected finger, asthma, cancer.) (3 minutes)

**STEP 2:** Tell students you are going to name some different medical problems people may have and they should tell you whether they are communicable or not. Ask:

## Learning about HIV

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

- Can you get a sore throat from someone? (YES)
- Can you get allergies from someone? (NO)
- Can you get a broken arm from someone? (NO)
- Can you get lice from someone? (YES)
- Can you get cavities from someone? (NO)

Ask students if they have any questions about whether a certain illness is communicable (contagious). Respond to students' questions by giving the correct answer and then explaining why (if it is non-communicable, either it is caused by a germ that is not contagious or it is not caused by a germ at all.) If you are unsure, tell the student you are unsure and that you will find out and let them know. (3 minutes)

**STEP 3:** Tell students that today you want to talk about a particular communicable infection called HIV. Ask students what have they heard of HIV. As you write "human immunodeficiency" on the board, say, "'HIV' stands for 'Human Immunodeficiency Virus.' That's a big name, so let's break it down a bit. 'Human' means it is a people disease. You can't get it from a pet or give it to a pet. 'Immunodeficiency' is really two words put together. 'Immuno' refers to the immune system, or the system that enables us to fight diseases. A 'deficiency' refers to when something is lacking – so basically, HIV is a virus – a microscopic organism – that attacks our immune system and makes it weak so it's harder for the body to fight off other infections. HIV is the virus that causes AIDS." (5 minutes)

**STEP 4:** Tell students that the way we usually keep people from getting a virus is by giving them a vaccine, which is an injection or a shot that they get that protects them from getting a particular infection for many years. Say "Just like a lot of people get a flu vaccine, a lot of children get a vaccine for the chicken pox and for the measles." Explain that there is not a vaccine for HIV. Tell students that there are some effective treatments, called antiretroviral therapy, that can reduce the likelihood of transmitting HIV to others, slow the way HIV grows in a person's body and prolong the life of someone living with HIV. There are also treatments for the illnesses that HIV can cause. But once someone is living with HIV, there currently is no way to rid the body completely of HIV, although with treatment, people living with HIV can have a normal life expectancy. Since there is no vaccine to prevent HIV and there is no way to rid the body of HIV once someone has it, it is very important to know how HIV is transmitted—so we can know how to avoid getting it or manage the virus if we were born with it." (3 minutes)

**STEP 5:** Say: "Luckily, HIV is hard to get. It is not an easy infection to transmit like a cold or the flu. HIV is in some bodily fluids, like blood, and not in others, like sweat, tears, saliva or urine. HIV can only be transmitted through one of the infected body fluids. HIV can be passed through blood, semen or vaginal fluids. In addition, it can be passed through breastmilk if someone is breastfeeding an infant."

Say, "It is very important to remember that HIV can only be passed from a person who is living with HIV. If two people are not infected then neither one can give it to the other." (6 minutes)

## Learning about HIV

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

**STEP 6:** Distribute the handout, "Facts about HIV." Have students work in pairs to complete the worksheet. Allow 8 minutes for students to do this. Once all have been completed, review the questions with the class. All answers are TRUE. For each question, provide the answer as well as an explanation for why it is true (See teacher's guide with explanations.) (16 minutes)

**STEP 7:** Tell students, "Now that you know that HIV is not easy to transmit, can anyone give an example of some things you can do with a friend or a family member who is infected with HIV that are perfectly safe, meaning they can't transmit HIV?" Provide the first few examples so students understand what you are asking. Say, "For example, you can hug someone with HIV, you can give someone a kiss on the cheek, you can share food with them. Who wants to give us another example?" (Possible responses can include a wide range of behaviors including sitting on a toilet someone with HIV has sat on, swimming in a pool together, sitting next to an HIV-positive person, going to school with someone who has HIV, etc.) (3 minutes)

**STEP 8:** Conclude the lesson by saying, "HIV is a serious infection and it is communicable but it is also very difficult to catch. As long as we know how HIV is and is not transmitted, we can protect ourselves and be good friends and family members to people we know with HIV or AIDS. All people are at some risk of HIV and the only way to know for sure if someone has HIV is to get tested." (1 minute)

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The worksheet "Facts about HIV" is designed to assess objectives one, two, three and five.

Additionally, through step eight, the teacher can further assess students' understanding of HIV transmission by their responses to ways they can safely interact with people with HIV to assess objective four.

### **HOMEWORK:**

None.

Facts about HIV  
Answer Key

FACTS ABOUT HIV  
(TRUE OR FALSE)

**Directions:** Write TRUE next to those statements that are true, and FALSE next to those statements that are false.

1. You cannot get HIV by being in the same room with a person who is living with HIV.  
**(True: HIV is not transmissible through the air)**
2. So far, there is no vaccine to prevent HIV.  
**(True: Researchers are working on a vaccine and there will likely be one in the future. There is an injection a person can take every day that can make it harder to contract HIV but it is not a vaccine)**
3. HIV cannot be transmitted by sneezing.  
**(True: HIV is not transmissible through the air through sneezing or coughing)**
4. HIV is a communicable (contagious) disease.  
**(True: But it is not an easy infection to transmit)**
5. You cannot get HIV from sharing a drink.  
**(True: HIV is not found in saliva)**
6. HIV affects the body's immune system.  
**(True: HIV attacks the immune system and makes it weaker, making it harder to fight infections)**
7. AIDS and HIV are two different things.  
**(True: AIDS describes when a person with HIV gets sick because their immune system can no longer fight off infections. It can take years, some times as much as 10 years for a person with HIV to develop AIDS).**
8. If you come into contact with the blood of someone who is NOT living with HIV you cannot get HIV.  
**(True: HIV can only be transmitted from a person who already is infected. If two people are not infected, then neither one can transmit it to the other.)**
9. Someone who uses the same needle as someone who is living with HIV to use drugs, can contract HIV.  
**(True: Sharing needles for drug use with someone living with HIV is one of the easiest ways to get HIV. Stopping injection drug use can lower the chances of getting HIV a lot as can using new, sterile needles instead of sharing needles. The only certain way to prevent HIV and other STDs is abstinence from sexual activity and drug use.)**
10. If someone with HIV is bleeding, they can transmit HIV to someone else.  
**(True: HIV infection is transmissible from infected blood. The other person would need to have a cut on their own skin, however, in order for the virus to get into their body.)**

FACTS ABOUT HIV  
(TRUE OR FALSE)

**Directions:** Write TRUE next to those statements that are true, and FALSE next to those statements that are false.

- \_\_\_\_\_ 1. You cannot get HIV by being in the same room with a person who is living with HIV.
- \_\_\_\_\_ 2. So far, there is no vaccine to prevent HIV.
- \_\_\_\_\_ 3. HIV cannot be transmitted by sneezing.
- \_\_\_\_\_ 4. HIV is a communicable (contagious) disease.
- \_\_\_\_\_ 5. You cannot get HIV from sharing a drink.
- \_\_\_\_\_ 6. HIV affects the body's immune system.
- \_\_\_\_\_ 7. AIDS and HIV are two different things.
- \_\_\_\_\_ 8. If you come into contact with the blood of someone who is NOT living with HIV you cannot get HIV.
- \_\_\_\_\_ 9. Someone who uses the same needle as someone who is living with HIV to use drugs, can contract HIV.
- \_\_\_\_\_ 10. If someone with HIV is bleeding, they can transmit HIV to someone else.

**NOTE: This is for your use only, it is not a Handout. DO NOT DISTRIBUTE TO THE CHILDREN.**

## STDs and HIV – CDC Fact Sheet



*People who have STDs are more likely to get HIV, when compared to people who do not have STDs.*



### Are some STDs associated with HIV?

Yes. In the United States, people who get syphilis, gonorrhea, and herpes often also have HIV, or are more likely to get HIV in the future.

### Why does having an STD put me more at risk for getting HIV?

If you get an STD you are more likely to get HIV than someone who is STD-free. This is because the same behaviors and circumstances that may put you at risk for getting an STD can also put you at greater risk for getting HIV. In addition, having a sore or break in the skin from an STD may allow HIV to more easily enter your body.

### What activities can put me at risk for both STDs and HIV?

- Having anal, vaginal, or oral sex without a condom;
- Having multiple sex partners;
- Having anonymous sex partners;
- Having sex while under the influence of drugs or alcohol can lower inhibitions and result in greater sexual risk-taking.

### What can I do to prevent getting STDs and HIV?

The only way to avoid STDs is to not have vaginal, anal, or oral sex. If you are sexually active, you can do the following things to lower your chances of getting STDs and HIV:

- Choose less risky sexual behaviors.
- Use condoms consistently and correctly.
- Reduce the number of people with whom you have sex.
- Limit or eliminate drug and alcohol use before and during sex.
- Have an honest and open talk with your healthcare provider and ask whether you should be tested for STDs and HIV.
- Talk to your healthcare provider and find out if pre-exposure prophylaxis, or PrEP, is a good option for you to prevent HIV infection.

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention  
Division of STD Prevention



**If I already have HIV, and then I get an STD, does that put my sex partner(s) at an increased risk for getting HIV?**

It can. If you already have HIV, and then get another STD, it can put your HIV-negative partners at greater risk of getting HIV from you.

Your sex partners are less likely to get HIV from you if you

- Use antiretroviral therapy (ART). ART reduces the amount of virus (viral load) in your blood and body fluids. ART can keep you healthy for many years, and greatly reduce your chance of transmitting HIV to sex partners, if taken consistently.
- Choose less risky sexual behaviors.
- Use condoms consistently and correctly.

The risk of getting HIV may also be reduced if your partner takes pre-exposure prophylaxis, or PrEP, after discussing this option with his or her healthcare provider and determining whether it is appropriate.

**Will treating STDs prevent me from getting HIV?**

No. It's not enough.

If you get treated for an STD, this will help to prevent its complications, and prevent spreading STDs to your sex partners. Treatment for an STD other than HIV does not prevent the spread of HIV.

If you are diagnosed with an STD, talk to your doctor about ways to protect yourself and your partner(s) from getting reinfected with the same STD, or getting HIV.

**Where can I get more information?**

Sexually Transmitted Diseases  
[www.cdc.gov/std/](http://www.cdc.gov/std/)

HIV/AIDS and STDs  
[www.cdc.gov/std/hiv/](http://www.cdc.gov/std/hiv/)

PrEP  
(pre-exposure prophylaxis)  
[www.cdc.gov/hiv/basics/prep.html](http://www.cdc.gov/hiv/basics/prep.html)

CDC-INFO Contact Center  
1-800-CDC-INFO  
(1-800-232-4636)  
TTY: (888) 232-6348  
<https://wwwn.cdc.gov/dcs/ContactUs/Form>

CDC National Prevention Information Network (NPIN)  
[npin.cdc.gov/disease/stds](http://npin.cdc.gov/disease/stds)  
P.O. Box 6003  
Rockville, MD 20849-6003  
E-mail: [npin\\_info@cdc.gov](mailto:npin_info@cdc.gov)

American Sexual Health Association (ASHA)  
[www.ashasexualhealth.org/stdsstis/](http://www.ashasexualhealth.org/stdsstis/)  
P. O. Box 13827  
Research Triangle Park, NC  
27709-3827  
1-800-783-9877





# What Is Love Anyway?

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*  
Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

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

**ID.5.CC.1** – Students will be able to define sexual orientation as romantic attraction to an individual of the same gender or of a different gender.

**ID.5.AI.1** – Students will be able to identify parents or other trusted adults to whom they can ask questions about sexual orientation.

**TARGET GRADE:** Grade 5  
Lesson 4

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- Homework: "Defining Sexual Orientation" – one per student
- Index cards – one per student
- PowerPoint: "Sexual Orientation"
- Teacher's Guide: "Teaching about Sexual Orientation" – one copy for the teacher
- Desktop or laptop with PowerPoint on it
- Projector and screen
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board

## ADVANCE PREPARATION FOR LESSON:

Be sure to go through the Teacher's Guide: "Teaching about Sexual Orientation."

## LEARNING OBJECTIVES:

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

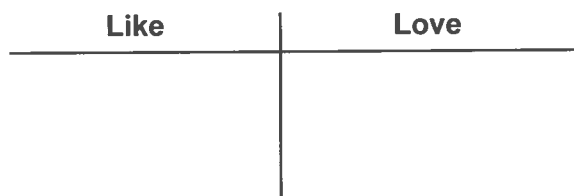
1. Describe the difference between "liking" and "loving."  
[Knowledge]
2. Define "sexual orientation" and its most common categories.  
[Knowledge]
3. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexuality-related topics. [Knowledge]

## PROCEDURE:

**STEP 1:** Start the session by asking students to take out a piece of paper and divide it in half by drawing a vertical line down the center.

*Note to the Teacher:* Students can also feel free to use their tablet or laptop if permitted.

Draw a similar line on the board. Then ask them to draw a horizontal line near the top, creating a "T". Do the same to demonstrate what you would like them to do. Then ask the students to write the word "Like" on the top of the left side of the division, and the word "Love" at the top of the right side. Do the same. When done, it should look like this:



(2 minutes)

**STEP 2:** Tell the students you are going to give them 60 seconds to come up with a list of 5 (or more) things they LIKE. Tell them these cannot be people, they have to be things – objects, activities, places etc. Have them write what they like on the left side of their sheet or screen. Tell them to keep writing until you call time – but that they need to have a minimum of five. Let them know they will have the option of sharing examples of these, but will not be required to.

## What Is Love Anyway?

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

Stop them at 60 seconds. Next, ask them to come up with a list of 5 (or more) things they LOVE. Again, be sure to emphasize that these cannot be people, they have to be things – objects, activities, place, etc. Call time at 60 seconds. Say, “I am now going to ask for some volunteers to share something they said they like. Please remember that we always agree to respect our classmates, even if we disagree with something they may say. So if someone says they like something and you don’t like it, please do not judge or make fun of their choice.” Ask for some responses and write those on the board on the left side of the line. After the “like” side is filled, ask for examples of things they said they love and write those on the right side.

Once the table has been filled on the board, ask the students what they notice about the lists. Sample responses might include, “Some people put things on the ‘like’ side while other people put those same things on the ‘love’ side;” “They’re very similar;” “They’re very different;” etc. Ask students:

“What was it like to do this?”

“Was it easier to think of things you like or things you love? Why?”

After students have shared some of their impressions of the experience of doing the activity, ask how they decided which things went on which list. Record key points from this feedback on the board, which may include references to the frequency with which they do something (the more they do it, the more they may like or love it); the duration relating to it (it could be something they’ve done every day after school or place they they’ve visited for several years); emotional connection to it (a gift from or something that used to belong to a relative or friend), something they’re good at (playing a video game or a sport), etc. (12 minutes)

**STEP 3:** Explain that you will now be talking about people. Write an identical “T” with “Like” and “Love” written at the top of each side and ask the students, “Who are some of the people in our lives we might like, and who are some of the people we would say we love?” (Note: the list will be different every time, and that’s okay. Also expect students to say some people can be liked or loved; if that is the case, write the person on both sides. Also, some students may see a person put up and ask, “What if you don’t like or love them?” – such as a sibling. Acknowledge that this is a list of who we might have these feelings for and that some people may like or love a brother or sister. Finally, be sure to tell them that this must be people they know PERSONALLY – it should not include celebrities).

The figure might end up looking something like this, although the people and their placement may change:

Like		Love	
- A new student	- A new friend	- A friend you’ve had since you were very young	- A sibling
- A cousin	- A teacher	- A cousin	- A parent
- A mail carrier	- A friend’s parent		- A grandparent
- A coach	- Youth group leader		
- The custodian in your building or school	- Religious leader		
	- Camp counselor		

## What Is Love Anyway?

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

Ask the students, “So, what’s the difference? How do you know whether you like someone and when you love them?” Have a discussion about this highlighting, if it is not said, “you just know.” Explain that our feelings are not something we decide to feel – we just like or dislike someone or something. Say, “While we may end up liking someone we didn’t before – or liking an activity we hated at first – we can’t sit down and say, ‘I’m going to make myself like or love this activity or person.’” (12 minutes)

**STEP 4:** Say, “As we get older, our feelings start to change. We may experience a type of romantic love that we don’t have when we’re younger. It’s really hard to explain, because just like the liking and loving we just talked about, it’s something you know when you feel it.” Explain that when people are older they may end up in romantic relationships with each other that are different from friendships. People might have boyfriends, girlfriends, partners – or, when they’re older, they may choose to live together or get married. Sometimes, these adults will have children, and sometimes they won’t.

Say, “Some people may want to have these types of relationships starting in middle school, and some aren’t interested until high school or later.” Ask, “What makes these types of relationships different from friendship or your relationships with your family members?” Probe for: “You do different things together,” “you feel like being with that person all the time,” “you like doing nice things for them and think of what they might want to do before what you might want to do,” “you hold hands/kiss,” “when you get older, you might want to have sex with that person,” etc.

Say, “No matter at what age we start having these feelings of love and wanting to touch, kiss, etc., most people experience these feelings at some point in their lives – often, for different people over the course of their lifetimes.” Start the PowerPoint and show the first slide as you say the following:

“Sometimes, we will feel this way about people who are a different gender than we are. This is called being ‘heterosexual.’ You may also hear the word ‘straight.’” Advance to the second slide and then the third slide as you say, “Sometimes, we will have these feelings for people who are our same gender. This is called being ‘gay.’ Some gay women will call themselves ‘lesbians.’ And sometimes we might have feelings for people of all genders. This is called being ‘bisexual.’” Explain that our understanding of which gender or genders we feel love and attraction for is called our “sexual orientation.” Go to the fourth slide and say, “Even though the phrase ‘sexual orientation’ has the word ‘sexual’ in it, in many cases, people have strong feelings of love before feelings of sexual attraction or before acting on those feelings. You don’t need to have done anything sexual with someone to know your sexual orientation.”

Say, “As you start going through puberty, your hormones – those natural chemicals in your body – will start going up and down. This means you may feel really intense emotions from time to time – both positive and negative. This may also be when you start to feel more intense love. During puberty, it’s common to have feelings for people of your same gender and for people of a different gender. Sometimes, that’s part of understanding your sexual orientation. Sometimes, it’s not, and you’ll have feelings that come and go. So you may not know what your orientation is right away, or until you’re older – and that’s okay.” (9 minutes)

## What Is Love Anyway?

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

**STEP 5:** Explain that while love seems like a pretty straightforward term – we say “I love you” all the time; we talk about how we love this tv show, this shirt, is a really complicated topic and you only just touched on it. Distribute the index cards and ask students to write anonymously any questions they may have about sexual orientation.

*Note to the Teacher:* These should be collected and either answered in the next class as you would with an anonymous question box, put into a handout and shared at the next class session or put into a handout and shared with parents so they have some guidance as to what their kids know and want to know about this topic.

Distribute the homework and explain the assignment. (5 minutes)

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The homework assignment will accomplish two things: first, it will check each student’s understanding of the term “sexual orientation;” second, it will require students to identify a trusted adult with whom to share their definition.

In addition, the anonymous questions will, in the aggregate, give an overall impression of students’ knowledge and understanding about sexual orientation.

### HOMEWORK:

Ask students to complete the worksheet: “Defining Sexual Orientation,” and return it during your next class session.

## Teaching About Sexual Orientation

Note: This teacher's guide is designed to accompany the PowerPoint presentation, "Sexual Orientation." Use it as a guide, or an actual script you can use to explain this topic to your students.

- As we get older, our feelings of romantic love are different from what we feel for friends or family members.
- If people feel this way about people who are a different gender than they are, they are called "heterosexual." You may also hear the word "straight."
- Sometimes, people will have these feelings for people who are the same gender as they are. This is called being "gay." Gay women are also sometimes called "lesbians."
- Some people might have romantic feelings for people of all genders. This is called being "bisexual."
- Our understanding of which gender or genders we feel romantic love and attraction for is called our "sexual orientation."
- Even though the phrase "sexual orientation" has the word "sexual" in it, in many cases, people have strong feelings of romantic love before they have feelings of sexual attraction – or before they act on them. You don't need to have done anything sexual with someone to know your sexual orientation.
- As you start going through puberty, hormones – those natural chemicals everyone has in their bodies – will start going up and down. This means you may feel really intense emotions from time to time – both positive and negative. This may also be when you start to feel more intense romantic love.
- During puberty, it's common to have feelings for people of your same gender and for people of different genders. Sometimes, that's part of understanding your sexual orientation. Sometimes, it's not, and you'll have feelings that come and go. So you may not know what your orientation is right away, or until you're older – and that's okay.

## Homework: Defining Sexual Orientation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** In the space below, write your own definition of what sexual orientation is. Once you have done that, think of an adult you know well and trust who you could share this definition with. This could be a parent or other adult family member, a friend's parent, someone at school, etc. Tell this person what we discussed in class and share your definition so that they also know what sexual orientation is. See if they agree with your definition, or whether they have another take and add that to what you have. Make sure they sign below!

**Sexual orientation is:**

(What I say):

(What the adult I asked says):

**Did you learn about sexual orientation when you were growing up?: If so, what did you learn?**

(What the adult I asked said):

Name of adult: \_\_\_\_\_

Their signature: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

What is Love Anyway?

5<sup>th</sup> Grade Lesson from  
Rights, Respect, Responsibility: A K-12  
Sexuality Education Curriculum

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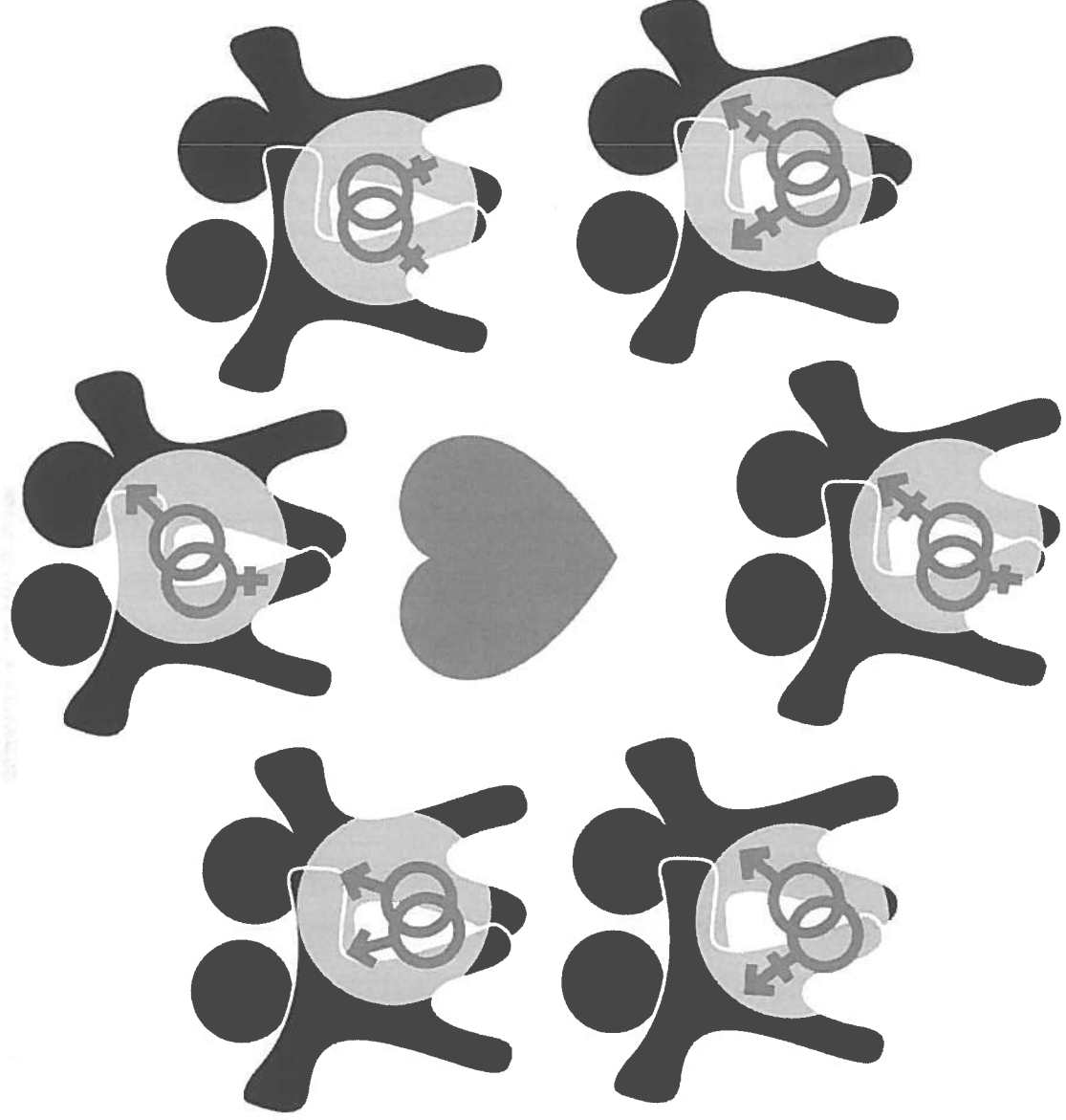


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# Being Clear With Your Friends

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*  
Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

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

**HR.5.IC.1** – Demonstrate positive ways to communicate differences of opinion while maintaining relationships.

**PS.5.IC.2** – Demonstrate refusal skills (clear “no” statement, walk away, repeat refusal).

**TARGET GRADE:** Grade 5  
Lesson 5

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- Worksheet: “Conflict Situations” - one situation for each pair of 2 students
- Board and chalk or markers and newsprint

## ADVANCE PREPARATION FOR LESSON:

Pre-print on the board or newsprint the instructions for the role play activity:

- Review the situation and decide what to do.
- Decide who will play the roles.
- Decide as a group how the person can be assertive and stand up to their friend.
- Plan a very short role-play about two minutes long.

Pre-print on the board or newsprint the following terms and definitions:

**AGGRESSIVE** communication: trying to get what you want by bullying the other person into it.

**PASSIVE** communication: being unclear in expressing your needs or afraid to express them.

**ASSERTIVE** communication: clearly saying what you want or mean without being hurtful to the other person.

## LEARNING OBJECTIVES:

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

1. Successfully demonstrate assertive communication when expressing a difference of opinion with another person. [Skill]
2. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure. [Skill]

## PROCEDURE:

**STEP 1:** Tell students that relationships aren’t always easy, whether they are relationships with family members, friends, classmates, or even romantic relationships. One of the things that happens, even in the best relationships, is that people have different opinions, likes and dislikes, and ideas about how to spend their time. Tell students that when conflict happens, it is very important to be able to communicate honestly. Ask, “*What can sometimes make communication difficult even with someone you really like?*”

Some possible responses might include:

- “I don’t want to upset them.”
- “I’m too embarrassed to talk about it.”
- “We don’t talk like that.”
- “I don’t want them stop being my friend.”

## Being Clear With Your Friends

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

- “It’s too much work – I just want to have a friend I don’t have to stress about.”
- “It’s none of their business.”

Say, “While these are certainly all reasons that make it difficult to communicate in a relationship, no relationship can last without good communication of some kind. And HOW we express ourselves is just as important as WHAT we are trying to communicate. We are going to look at three ways that people communicate with each other: aggressively, passively, or assertively.” Reveal the pre-printed definitions and review. Tell students:

“Being AGGRESSIVE is when someone tries to get what they want by bullying the other person into it.

Being PASSIVE is when a person is unclear in expressing their needs or afraid to. Sometimes this means that they won’t speak up about what they want, but just go along with what the other person wants.

Being ASSERTIVE is when a person says what they want or mean without being hurtful to the other person. They express their needs or opinions clearly while being respectful of the other person.”

Ask, “*What if someone asked you to go see a particular movie that you really didn’t want to see. How might you respond if you were passive?*”

Possible responses might include:

- “I’d probably go anyway.”
- “I’d say, ‘Well, I’ve already seen it – but that’s ok, I’ll see it again if you really want to see it’.”

Ask, “*What can be problematic about this kind of response?*”

Possible responses might include:

- “Because you’d end up seeing a movie you didn’t want to see.”
- “Your friend might feel guilty for making you go.”
- “You might go but be really annoyed with your friend.”

Ask, “*How would you respond to the same question using aggressive communication?*”

Possible responses might include:

- “I’ll go to the movies, but we’re going to see THIS movie, not that one.”
- “Oh, I hate that movie. It’s so stupid.”
- “Man, you have really bad taste in movies.”

Ask, “*What can be problematic about this kind of response?*”

Possible responses might include:

- “Because it becomes all about what I want.”
- “Because that’s rude, and can make the other person feel bad.”
- “Because your friend might get mad and you might lose them as a friend.”

## Being Clear With Your Friends

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

Ask, "How would you respond to the same question using assertive communication?"

Possible responses might include:

- "I'd love to go to a movie, but not that one. Let's see something we both want to see. What else is playing?"
- "I don't really want to see that movie but I want to hang out with you. Can we do something else?"
- "I think I'm going to skip that movie because I heard it was really scary, but you go and we can hang out later together."

Ask, "What makes this an effective way of responding?"

Possible responses might include:

- "Because both people's needs count."
- "Because the person says what they mean, but don't offend the other person."
- "Because they can find a compromise that they would both like."

**Note to the Teacher:** *It is possible that some students will insist that aggressive communication is the best especially if they really want to get their way. If this happens, try to facilitate a discussion about this. Some questions you can ask include: "If you can get what you want without hurting the other person, might it make more sense to do it that way? Why or why not?" "Would it be worth losing a friend to get your way?" "Would you stay friends with someone who answered you that way all the time to get what they wanted?"*

Summarize this discussion by making the following points:

- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate, and accept the other person's needs.
- Compromise is a part of every relationship. This means that you give in sometimes, and the other person gives in at other times. But if one person is giving in more often than the other, it is an unequal, unhealthy relationship.
- It is important to stick to what you believe in and the decisions you make, even if they're different from what people around you are saying.
- No one should do anything in a relationship that they do not feel right about doing.

(10 minutes)

**STEP 2:** Explain to students that while most people in relationships respect one another when one of them doesn't want to do something and take each other's feelings into account, sometimes, people just don't take "no" for an answer. Say, "In these cases, it is really important to be able to stick to your beliefs and your decisions. But it can be hard, especially if the other person is putting pressure on you. So, let's discuss some good refusal skills for those situations." Explain that there are three good strategies they can use:

- Say "no" clearly and firmly.



## Being Clear With Your Friends

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

- Keep repeating your refusal until the person stops asking (tell the person that they are pressuring you and they should stop).
- If all else fails, simply walk away and refuse to discuss the issue further.

(5 minutes)

**STEP 3:** Tell students that you will now practice using assertive communication in responding to potential conflict situations. Explain that in this activity they will role play carrying out a decision they make and communicating it clearly and assertively. Divide students into pairs. Show the class the pre-written instructions so everyone can see:

- Review the situation and decide what to do.
- Decide who will play the roles.
- Decide as a group how the person can be assertive and stand up to their friend.
- Plan a very short role-play about two minutes long.

Hand out the scenarios from the “Conflict Situations” to each pair.

***Note to the Teacher:** Feel free to add specific scenarios that may related to something that has actually happened in your class or that you feel is appropriate for your students. Choose the ones that will have the most relevance and meaning for your class. You can also give the same scenario to more than one pair and see how different pairs decide to demonstrate assertive communication. (8 minutes)*

**STEP 4:** Give groups about 5 minutes to plan. Then have each Pair present its role-play. After each role play, discuss the following questions:

- Was the student assertive?
- What technique(s) did they use? (Said “No” clearly; Kept repeating refusal; Walked away)
- Do you think they were effective? Why or why not?

Finish by telling students that standing up for what they believe in or what they want without being mean or hurting their friend’s feelings is not easy to do but is a very important skill to have. It is important to practice assertive communication whenever they can so they can get good at it. (17 minutes)

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The role plays are designed to assess Learning Objectives one and two. Through role play, students should be able to demonstrate assertive communication and appropriate refusal skills.

### HOMEWORK:

None.

### CONFLICT SITUATION – 1

Monique's parents expect her to come home directly from school each day. But today, Jamila wants Monique to come to her house for a little "get together" after school. Some of the other kids are coming over and Jamila's mother won't be home. Monique doesn't want to go because she knows her parents will be really angry if she goes and she isn't sure it is safe without any adults there. Jamila doesn't want to take "no" for an answer because Monique is her best friend.

**Question:** How can Monique use assertive communication skills to tell Jamila how she feels?

*Write down some ideas for a role play that will demonstrate Monique using assertive communication to express her views. Think about some ways that Jamila might respond and what else Monique can do.*

---

### CONFLICT SITUATION – 2

Santi asked Jared if he could borrow his bike to go to soccer practice. This is a brand new bike Jared just got for his birthday, and he really doesn't want to lend it to Santi. Santi promises to take good care of it and says he would lend his bike to Jared if he asked because they are friends so Jared should do the same thing.

**Question:** How can Jared use assertive communication skills to tell Santi how he feels?

*Write down some ideas for a role play that will demonstrate Jared using assertive communication to express his views. Think about some ways that Santi might respond and what else Jared can do.*

---

### CONFLICT SITUATION – 3

It was a hot day and Ben and Maya had played hard. They both want to get cold drinks from the corner store but don't have enough money. Ben suggests they walk to his house since his Mom always leaves her purse around and they could take some money from there.

**Question:** How can Maya use assertive communication skills to tell Ben how she feels?

*Write down some ideas for a role play that will demonstrate Maya using assertive communication to express her views. Think about some ways that Ben might respond and what else Maya can do.*

### CONFLICT SITUATION – 4

Michael invited Tracey to come over to his house after school. As they were walking to Michael's house they see a younger kid they know from school. The younger kid is by himself riding his skateboard. Michael wants to mess with this kid, just to play around, but Tracey is uncomfortable with that idea.

**Question:** How can Tracey use assertive communication skills to tell Michael how she feels?

*Write down some ideas for a role play that will demonstrate Tracey using assertive communication to express her views. Think about some ways that Michael might respond and what else Tracey can do.*

---

### CONFLICT SITUATION – 5

Noor's friend Taylor found her mother's cigarettes on the kitchen table. Taylor took them and said she always wanted to try one just to see what it was like. Taylor asked Noor if she would please try one with her so they could compare notes. Noor is a little bit curious but really doesn't want to try it. She is afraid she will become addicted and really can't stand the smell. What should Noor do?

**Question:** How can Noor use assertive communication skills to tell Taylor how she feels?

*Write down some ideas for a role play that will demonstrate Noor using assertive communication to express her views. Think about some ways that Taylor might respond and what else Noor can do.*

# Change Is Good!

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

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

## NSES ALIGNMENT:

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

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

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

**TARGET GRADE:** Grade 6  
Lesson 1

**TIME:** 50 Minutes

## MATERIALS NEEDED:

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

## ADVANCE PREPARATION FOR LESSON:

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

## LEARNING OBJECTIVES:

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

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

## A NOTE ABOUT LANGUAGE:

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

## PROCEDURE:

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

**STEP 2:** On the board, write the words, "physical, social, cognitive, emotional" in a vertical line, one beneath the next. Say, "Although a great deal of emphasis tends to be placed on the physical changes of

## Change Is Good!

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

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

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

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

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

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

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

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

## **Change Is Good!**

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

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

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

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

### **HOMEWORK:**

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

**Homework:**  
**Where Can I Learn More About Me?**

Name: \_\_\_\_\_

**Instructions: With a parent or guardian, visit <https://amaze.org/?topic=puberty> . Then please answer the following questions:**

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

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

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

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

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

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**Parent/Guardian Signature:** \_\_\_\_\_

# Change Is Good Cards - Page 1

**Grow taller  
(growth spurt)**

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

**Feel hungrier/  
Eat more**

**Get acne**

**Grow breasts**

**Hair texture may change**

**Voice deepens**

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

**Menstruation**

**Hips widen**



**Voice cracks**

**Peer pressure increases**

**Muscle growth**

**More interested in being  
with friends**

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

**Sweat starts to smell**

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

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

**Anxiety and stress  
can increase**

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

# Change Is Good Cards - Page 3

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

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

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

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

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

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

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

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

Teacher Resource:  
Change is Good Answer Key

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

**Physical**

# Social



# Emotional

# Cognitive



# Gender Roles, Gender Expectations

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

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

## NSES ALIGNMENT:

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

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

**TARGET GRADE:** Grade 6  
Lesson 2

**TIME:** 50 Minutes

## MATERIALS NEEDED:

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

## LEARNING OBJECTIVES:

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

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

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

## A NOTE ABOUT LANGUAGE:

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

## PROCEDURE:

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

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



## Gender Roles, Gender Expectations

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

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

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

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

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

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

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

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

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

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

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

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

## Gender Roles, Gender Expectations

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

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

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

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

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

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

### HOMEWORK:

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

## Homework: Gender in the World Around Us

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Example One: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Example Two: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

Example One: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Example Two: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

Example One: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Example Two: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Why do you think that is? How do you feel about it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Understanding Boundaries

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*  
Fostering responsibility by respecting young people's rights to honest sexuality education.

## NSES ALIGNMENT:

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

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

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

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

**TARGET GRADE:** Grade 6  
Lesson 3

**TIME:** 50 Minutes

## MATERIALS NEEDED:

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

## ADVANCE PREPARATION FOR LESSON:

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

## LEARNING OBJECTIVES:

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

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

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

## A NOTE ABOUT LANGUAGE:

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

## PROCEDURE:

**STEP 1:** Ask the class whether they've ever heard the term "boundary" before. After they have responded, explain that a boundary is a limit placed on something. It can be an actual physical boundary – like if one were to come upon a sign that read, "Do Not Enter" – or a rule about how society works – like the law that says people can't drive cars or vote until they're a particular age.

## Understanding Boundaries

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

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

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

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

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

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

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

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

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

Say, "These are pretty low-key behaviors and boundaries we're discussing – but it can get far more serious than this." Ask the students whether they have ever heard the terms "rape" or "sexual assault" before, and if so, what they understand it to be. Probe for, "it is when

## Understanding Boundaries

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

someone forces another person to do something sexual that they don't want to do." Explain that rape usually involves some kind of forced sex – vaginal, oral or anal – but that if a person does other sexual things to another person who didn't want to do those things, it's considered sexual assault or abuse, and is just as wrong as rape is.

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

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

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

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

#### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

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

#### **HOMEWORK:**

The "What's Your Advice" worksheet in which two different scenarios are given and the students have to respond directly to the situations described.



## Worksheet: Setting and Respecting Boundaries

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

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

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

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

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

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

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

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NATIONAL SEXUAL  
ASSAULT PHONE HOTLINE

800.656.HOPE (4673)  
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## Homework: What's Your Advice?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

# Communicating About A Sensitive Topic

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

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

## NSES ALIGNMENT:

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

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

**TARGET GRADE:** Grade 6  
Lesson 4

**TIME:** 50 Minutes

## MATERIALS NEEDED:

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

## ADVANCE PREPARATION FOR LESSON:

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

## A NOTE ABOUT LANGUAGE:

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

## LEARNING OBJECTIVES:

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

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

## PROCEDURE:

**STEP 1:** Ask the students, "Have you ever had a misunderstanding with a friend or family member about something you or the other person said?" If they respond yes, ask for some examples. Point out, as appropriate, when the examples given are examples where communication was the issue, not what was said. If there aren't any examples that reinforce that point, say, "You've given some good examples. One thing we're going to talk about today is how it's not always what we say to people, but how we say it that makes a difference in a situation." (3 minutes)

## Communicating about a Sensitive Topic

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

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

“Well, I kind of don’t want to see that movie, but if you want to we can.”

“Um, maybe? I’ve kind of seen it, but I guess I could see it again.”

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

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

“Um, NO – we’re not going to see that movie, we’re going to see THIS one.”

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

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

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

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

“I’m not up for a movie – what else do you feel like doing?”

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

**STEP 3:** Ask the students whether they have ever heard the word “abstinence” before. Ask them what they have heard, or what they understand it to mean. Tell them that “abstinence” refers to deciding not to do something for a period of time. Explain that people can choose to abstain from all sorts of things throughout their lives. For example, when people go on a diet, they may abstain from eating sugar for a period of time. Then, they might start eating it again in small amounts. That lets them enjoy dessert without experiencing the negative consequences that can come from eating too much of them.

## Communicating about a Sensitive Topic

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

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

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

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

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

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

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

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

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

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

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

## Communicating about a Sensitive Topic

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

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

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

#### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

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

#### **HOMEWORK:**

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

**Worksheet:  
BE ASSERTIVE!**

**Instructions: Pretend that someone is pushing you to have sex with them, and you want to wait. The following statements are possible responses to that pressure. Circle whether each statement is PASSIVE, AGGRESSIVE, or ASSERTIVE. If it's not assertive, write a response that is.**

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

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: \_\_\_\_\_

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

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: \_\_\_\_\_

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

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: \_\_\_\_\_

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

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: \_\_\_\_\_

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

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: \_\_\_\_\_

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



Teacher's Guide:  
BE ASSERTIVE!

**Instructions:** Pretend that someone is pushing you to have sex with them, and you want to wait. The following statements are possible responses to that pressure. Circle whether each statement is **PASSIVE**, **AGGRESSIVE**, or **ASSERTIVE**. If it's not assertive, write a response that is.

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

PASSIVE, **AGGRESSIVE**, or ASSERTIVE?

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

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

PASSIVE, AGGRESSIVE, **ASSERTIVE?**

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

PASSIVE, **AGGRESSIVE**, ASSERTIVE?

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

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

PASSIVE, AGGRESSIVE, **ASSERTIVE?**

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

**PASSIVE**, AGGRESSIVE, ASSERTIVE?

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

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

**BE ASSERTIVE!**

*Homework*

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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

PASSIVE AGGRESSIVE ASSERTIVE

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

PASSIVE AGGRESSIVE ASSERTIVE

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

PASSIVE AGGRESSIVE ASSERTIVE

Thank you for your time!

Parent/Caregiver signature: \_\_\_\_\_



# More Than Friends: Understanding Romantic Relationships

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

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

## **NSES ALIGNMENT:**

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

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

**TARGET GRADE:** Grade 6  
Lesson 5

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

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

## **LEARNING OBJECTIVES:**

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

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

## **A NOTE ABOUT LANGUAGE:**

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

## **PROCEDURE:**

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

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

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

**STEP 4:** After 10 minutes have passed (or the students have finished working), say, “Let’s start with Aaron and Sophie. What kind of relationship would you say this is?” Students will likely say, “friends”, “friendship”, or “best friends;” write “friendship” on the board. Ask, “How do you know this is a friendship?” Probe for the actual characteristics. For example, someone might say, “Because they’re really close?” Ask,

## More Than Friends: Understanding Romantic Relationships

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

“How do you know they are close? What about what you read here shows they are close?” Ask the students to read their responses from their worksheets. Facilitate the discussion for these possible responses, proposing them if they are not mentioned:

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

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

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

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

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

## More Than Friends: Understanding Romantic Relationships

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

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

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

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

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

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

### HOMEWORK:

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

## Case Study: Aaron and Sophie

Names: \_\_\_\_\_

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

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

**What kind of a relationship is this?**

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Looking at those words, which would you say are POSITIVE, and which are NEGATIVE?**  
Please put a "+" next to the ones you think are positive, and a "-" next to the ones you think are negative.

## Case Study: Olivia and Dylan

Names: \_\_\_\_\_

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

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

**What kind of a relationship is this?**

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

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_

**Looking at those words, which would you say are POSITIVE, and which are NEGATIVE?**  
Please put a "+" next to the ones you think are positive, and a "-" next to the ones you think are negative.



## Homework: Relationships on TV

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Name of Show: \_\_\_\_\_

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

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

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

# Liking and Loving – Now and When I’m Older

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

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

## NSES ALIGNMENT:

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

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

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

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

**TARGET GRADE:** Grade 6  
Lesson 6

**TIME:** 50 Minutes

## MATERIALS NEEDED:

- Chalk or markers for the chalk or white board – at least three of either
- Pencils in case students do not have their own
- Index cards – one per student
- Exit slips: “On Your Way Out” – one half-sheet per student
- Homework: “A Conversation about Sex” – one set per student
- Homework: “How’d We Do”

## ADVANCE PREPARATION FOR LESSON:

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

## LEARNING OBJECTIVES:

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

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

## A NOTE ABOUT LANGUAGE:

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

## PROCEDURE:

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

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

Write an example on the board from your own life that does not disclose anything too personal. For example, “Growing up, we showed each other affection by taking the time to have meals together as a family.” Then write on the board “Share meals.” (8 minutes)

## Liking and Loving – Now and When I’m Older

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

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

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

Instruct the students that if all of the examples on their card have been used, they should sit down. Then the remaining students will keep going until everything on all the cards have been represented without duplication. (15 minutes)

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

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

“Why do we do these things for people?”

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

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

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

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

Let’s think only about vaginal sex for a moment. What is something that can happen as a result of vaginal sex?” If they do not mention it, say that it can cause a pregnancy. Say, “When semen, which is the fluid that comes out of a penis that contains hundreds of millions of sperm, gets inside a vagina, there is a chance for pregnancy. In addition, vaginal or oral or anal sex can put one or both partners at risk for a sexually transmitted disease, or ‘STD.’ You’ll learn more about both pregnancy and STDs later. Just keep in mind that getting pregnant/causing a pregnancy and dealing with an STD are really big things. That’s why it is best to wait to do any of these behaviors.”

## Liking and Loving – Now and When I’m Older

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

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

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

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

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

### **HOMEWORK:**

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

## HOMEWORK: For Students: A Conversation about Sex

Student Name: \_\_\_\_\_

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

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

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

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

**HOMEWORK:**  
**For Parents/Caregivers: A Conversation about Sex**

Parent/Caregiver Name: \_\_\_\_\_

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

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

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

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

# HOMEWORK: How'd We Do?

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

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

Student: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Mostly agree

Mostly disagreed

It was a mix

**What did you do if you disagreed?** \_\_\_\_\_  
\_\_\_\_\_

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

Student – I learned that... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver – I learned that... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: Student \_\_\_\_\_

Signed: Parent/Caregiver \_\_\_\_\_

## Exit Slip: On Your Way Out...

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

One new thing I learned today was: \_\_\_\_\_

---

---

Something I still have questions about is: \_\_\_\_\_

---

---



## Exit Slip: On Your Way Out...

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

One new thing I learned today was: \_\_\_\_\_

---

---

Something I still have questions about is: \_\_\_\_\_

---

---





# Being a Sex Ed Sleuth

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

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

## NSES ALIGNMENT:

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

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

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

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

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

**TARGET GRADE:** Grade 6  
Lesson 7

**TIME:** 50 Minutes

## MATERIALS NEEDED:

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

## ADVANCE PREPARATION FOR LESSON:

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

## A NOTE ABOUT LANGUAGE:

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

## LEARNING OBJECTIVES:

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

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

## PROCEDURE:

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

## Being a Sex Ed Sleuth

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

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

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

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

Go to slide 5, where a few things have been highlighted and go through each, saying:

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

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

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

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

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

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

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

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

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

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

**STEP 4:** Ask each group to report back on their websites. Since there will be duplication with some of the sites, ask any groups that follow to please not repeat what has already been said, but instead to share whatever they may feel differently about, or found in addition to what the other group found. As each group goes, project their websites on the screen. (17 minutes)

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

#### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

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

#### **HOMEWORK:**

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

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

Group Member Names: \_\_\_\_\_

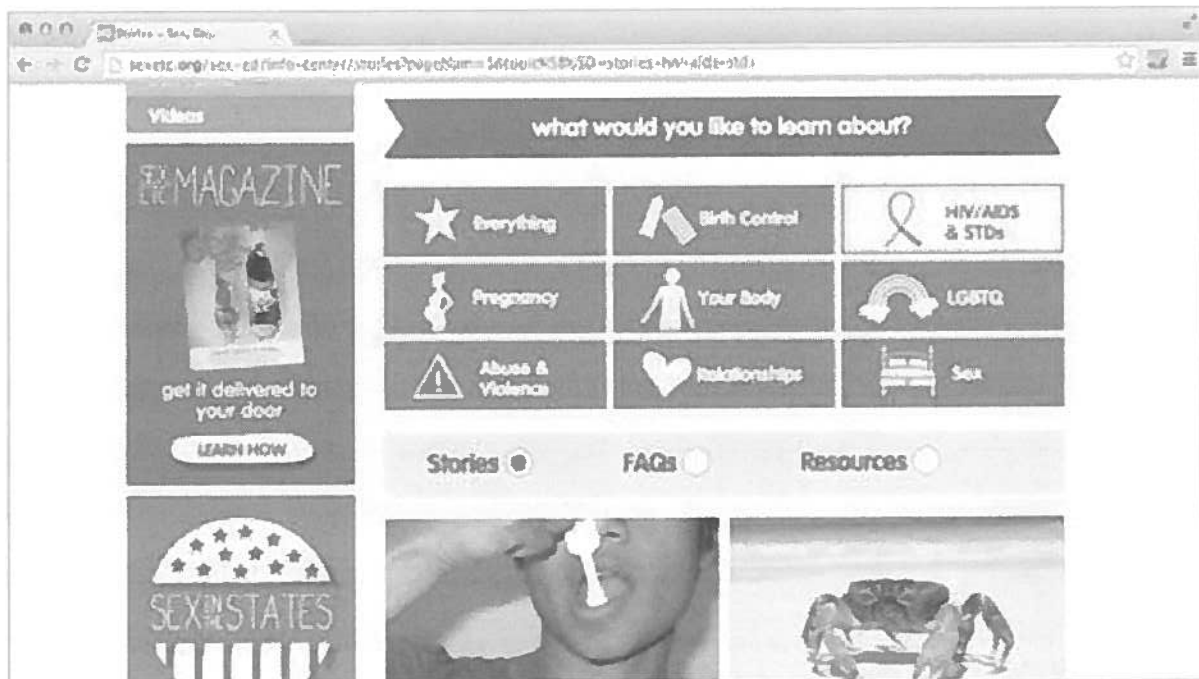
1. You need to find information about STDs. Does this site seem to have reliable/accurate information? What do you base that on?

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

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

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

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



Resources Asked Question

seetec.org/sex-ed/forcenter/facts

Videos

SEX MAGAZINE

get it delivered to your door

LEARN HOW

SEX STATES

know your rights to sex ed, birth control, and more

what would you like to learn about?

★ Everything	👉 Birth Control	🚫 HIV/AIDS & STDs
👶 Pregnancy	👤 Your Body	🌈 LGBTQ
⚠️ Abuse & Violence	❤️ Relationships	🛏️ Sex

Stories      FAQs ●      Resources

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

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

About Sex, Etc. - Sex, Etc.

seetec.org/about

SEX MAGAZINE

get it delivered to your door

LEARN HOW

SEX STATES

know your rights to sex ed, birth control, and more

About Sex, Etc.



Sex, Etc.'s mission is to improve teen sexual health across the country! Each year, five million young people visit Seetec.org, and over 45,000 read our magazine to get honest and accurate sexual health information. We've helped teens with answers to their questions about sex, relationships, pregnancy, STIs, birth control, sexual orientation and more!

Seetec.org has comprehensive sex ed information including:

- Stories written by teens, staff, actors, and national contributors.

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

Group Member Names: \_\_\_\_\_

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

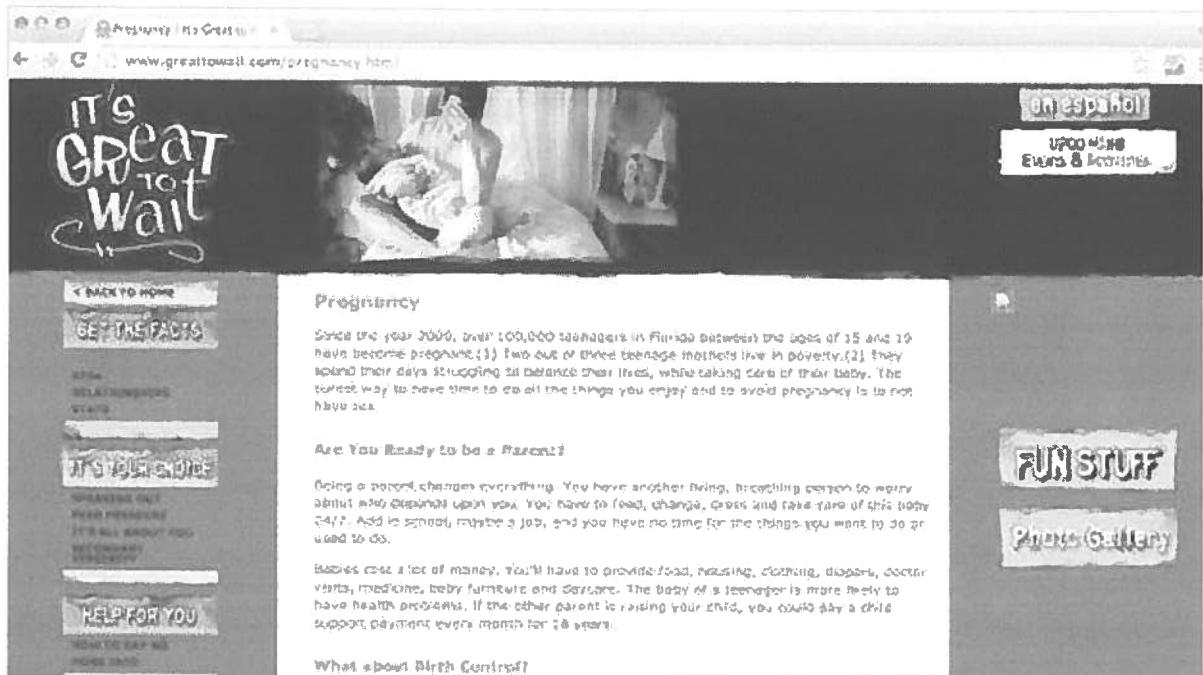
2. Who's behind the website? Look at the "Program Information" link. Does that make the site more or less reliable? Why?

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

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



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



State | It's Great to Wait

www.greattowait.com/stats.html

en español

UPCOMING Events & Activities

# It's Great to Wait

BACK TO HOME

BE THE FACES

IF IT'S YOUR CHOICE

HELP FOR YOU

## Stats

- During the year 2007, Florida teenagers between the age of 15-19 accounted for 23,002 cases of sexually transmitted disease.
- Florida Department of Health's Bureau of Sexually Transmitted Diseases
- During the year 2007, teenagers accounted for over one third of all sexually transmitted disease cases in the state of Florida.
- Florida Department of Health's Bureau of Sexually Transmitted Diseases
- One in four sexually active female teenagers in Florida acquired a sexually transmitted disease.
- Florida Department of Health's Bureau of Sexually Transmitted Diseases
- In 2007, Chlamydia cases increased by over 5000.
- Florida Department of Health's Bureau of Sexually Transmitted Diseases
- In 2007 data disclosed that, 14,869 teenagers in Florida between the ages 15 and 19

FUN STUFF

Photo Gallery

It's Great to Wait - Search

www.greattowait.com/contact.html

## HELP FOR PARENTS

GENERAL INFORMATION

Full Name

Your Organization (if applicable)

Your Title (if applicable)

Address

City

State

Zip code

Your email address

Confirm email address

Would you like to be added to our mailing list?

Yes  No

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

Send Submit

Maddie Jameson in LA

**Sex Ed Sleuth Assignment C: "Planned Parenthood"**  
[www.plannedparenthood.org/learn/birth-control](http://www.plannedparenthood.org/learn/birth-control)

Group Member Names: \_\_\_\_\_

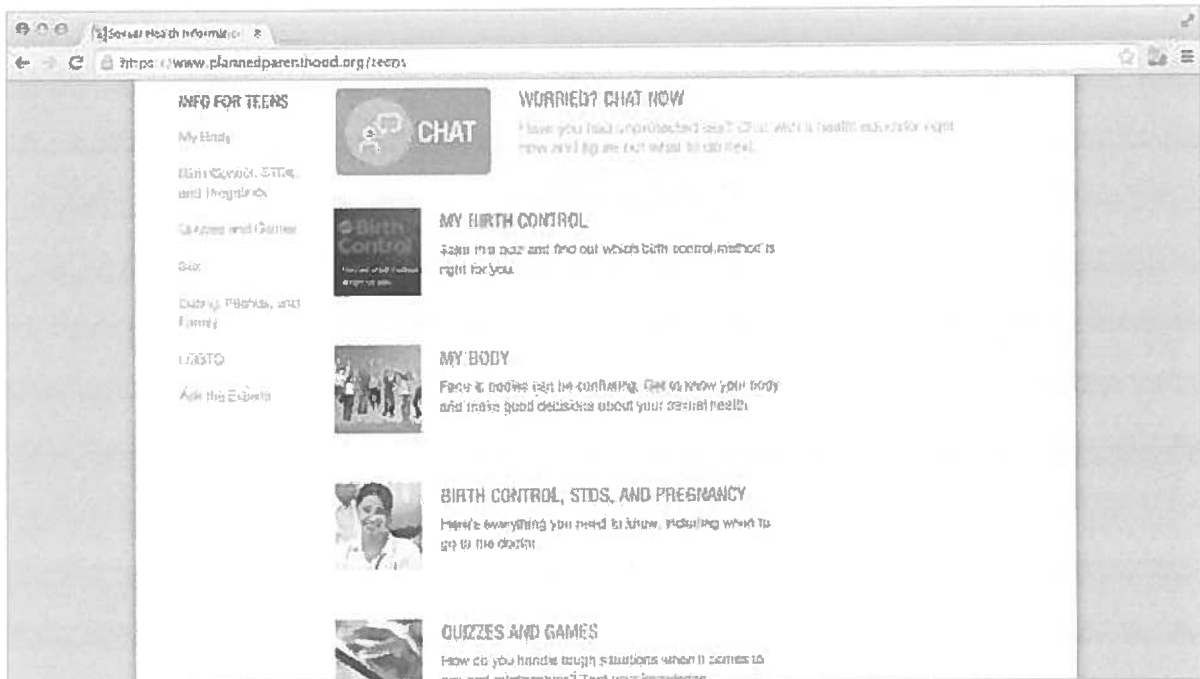
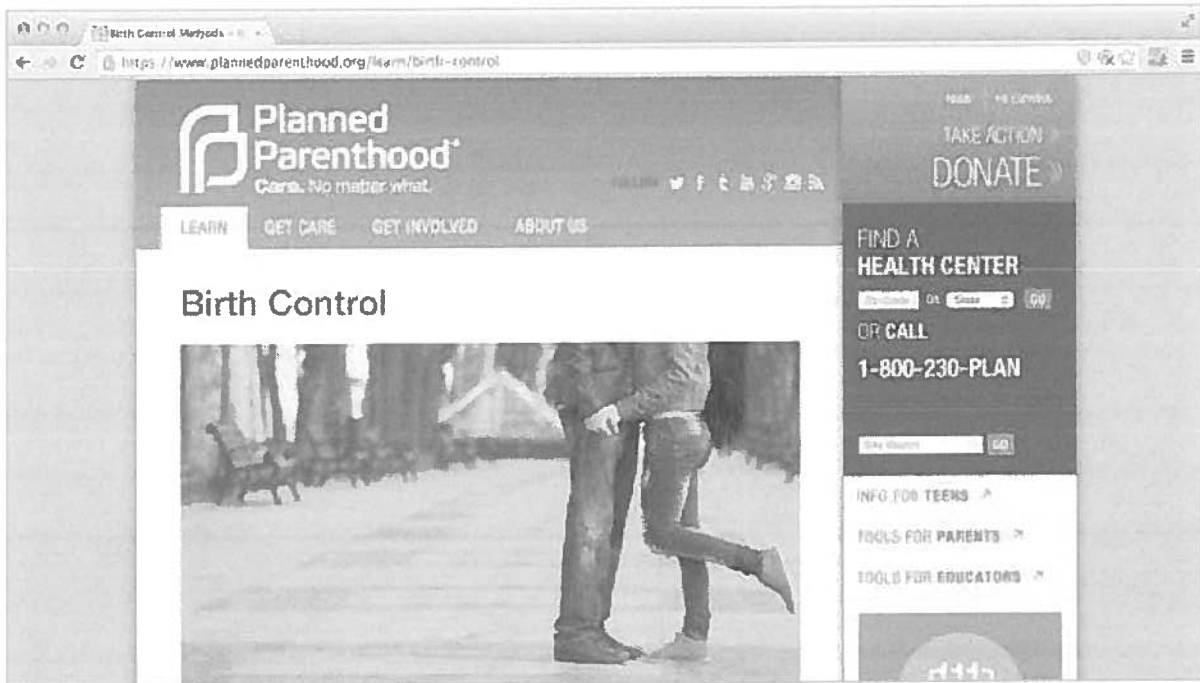
1. You need to find information about preventing pregnancy. Does this site seem to have reliable/accurate information? What do you base that on?

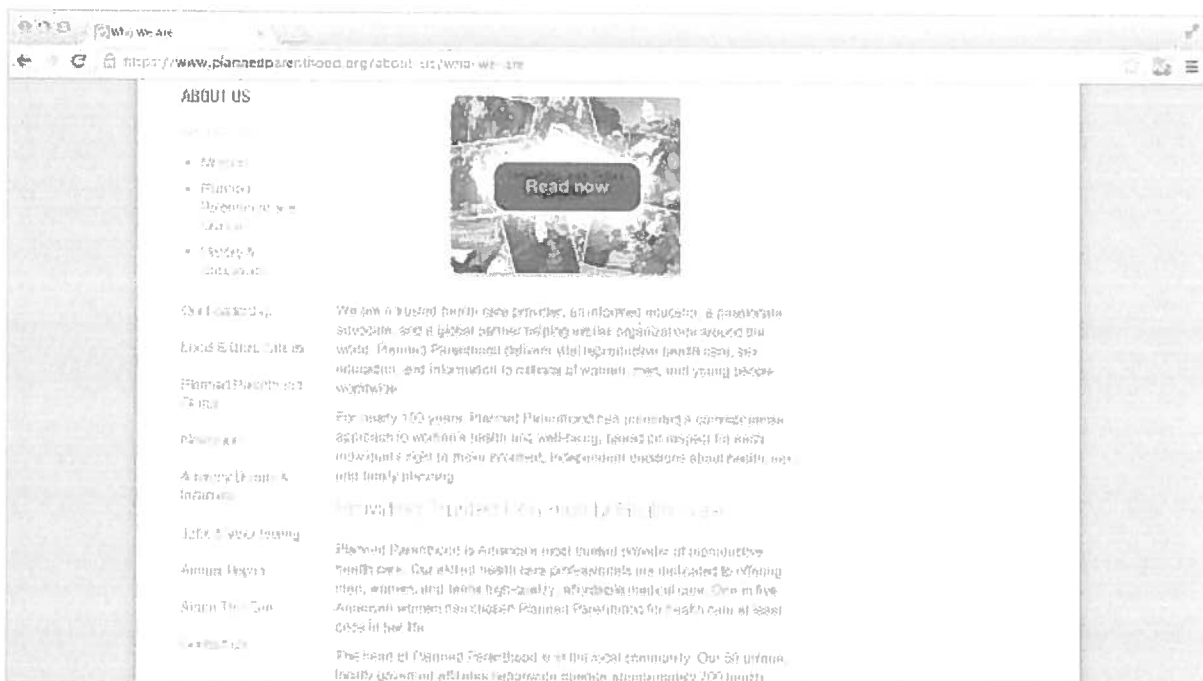
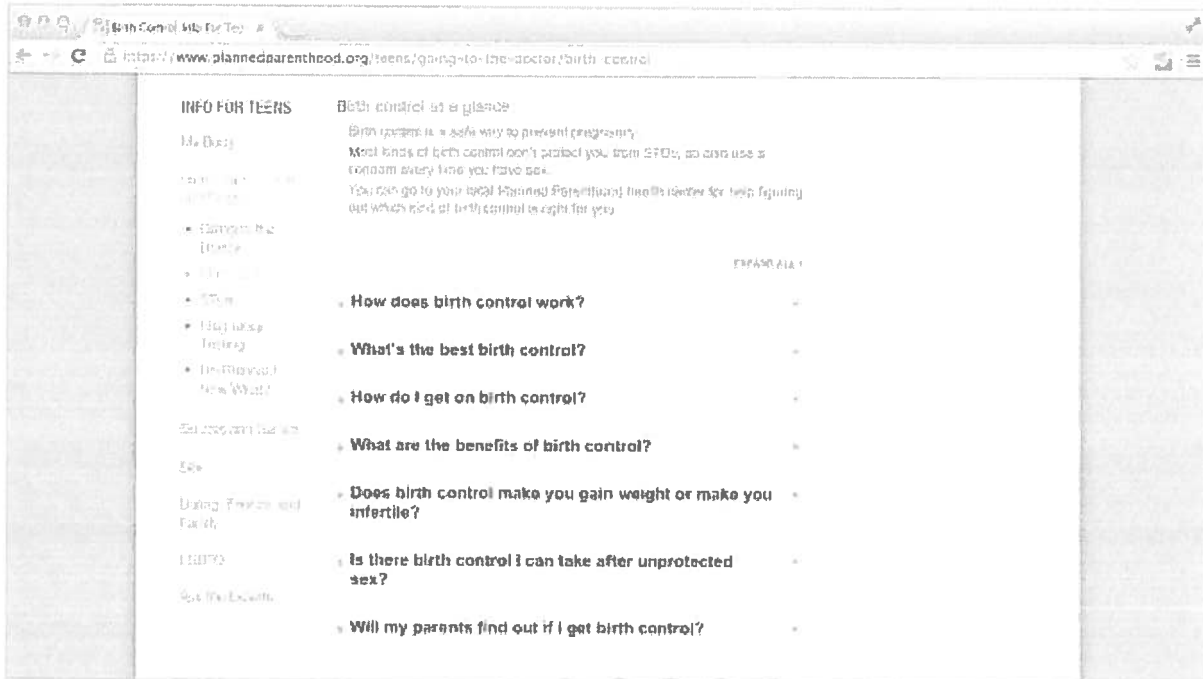
2. Who's behind the website? Look at the "about us" link. Does that make the site more or less reliable? Why?

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

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

Sex Ed Sleuth Assignment C: "Planned Parenthood"  
www.plannedparenthood.org/learn/birth-control





**Sex Ed Sleuth Assignment D: "St. Louis THRIVE"**  
**www.bestchoicestl.org**

Group Member Names: \_\_\_\_\_

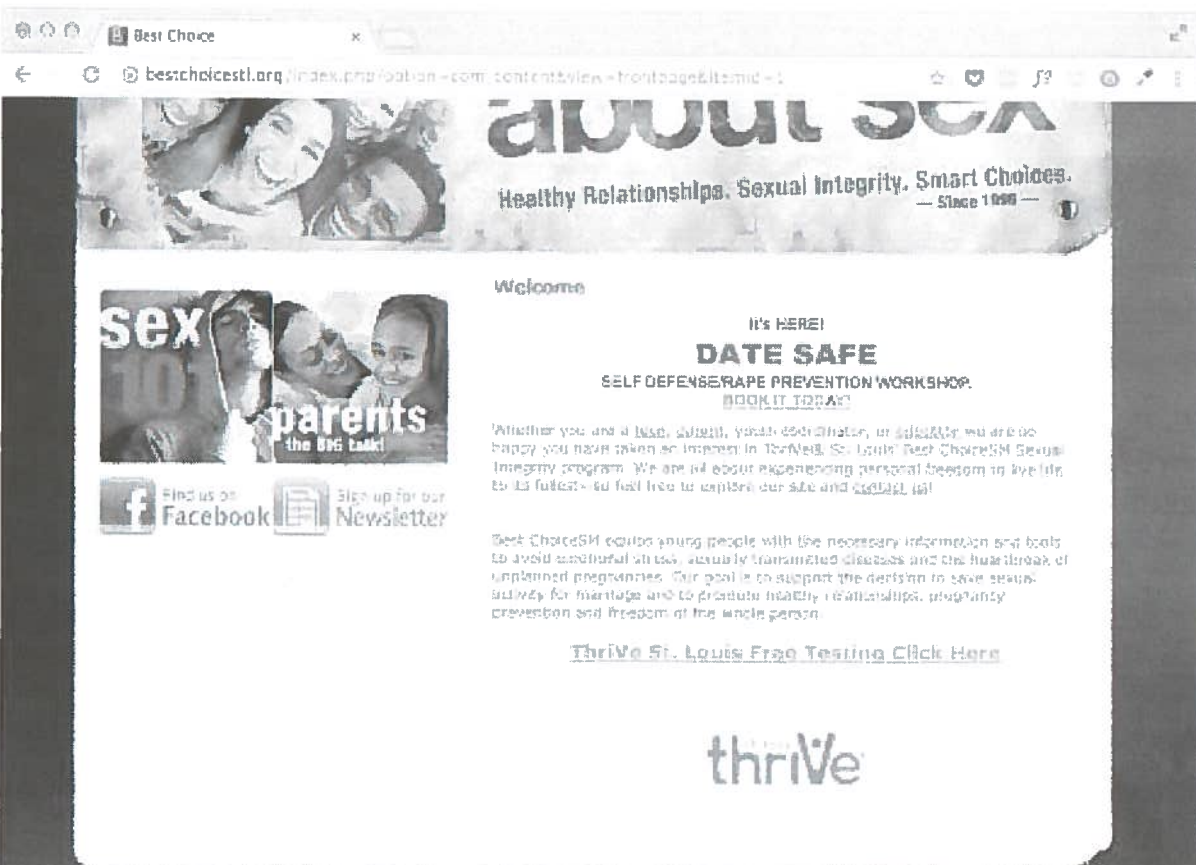
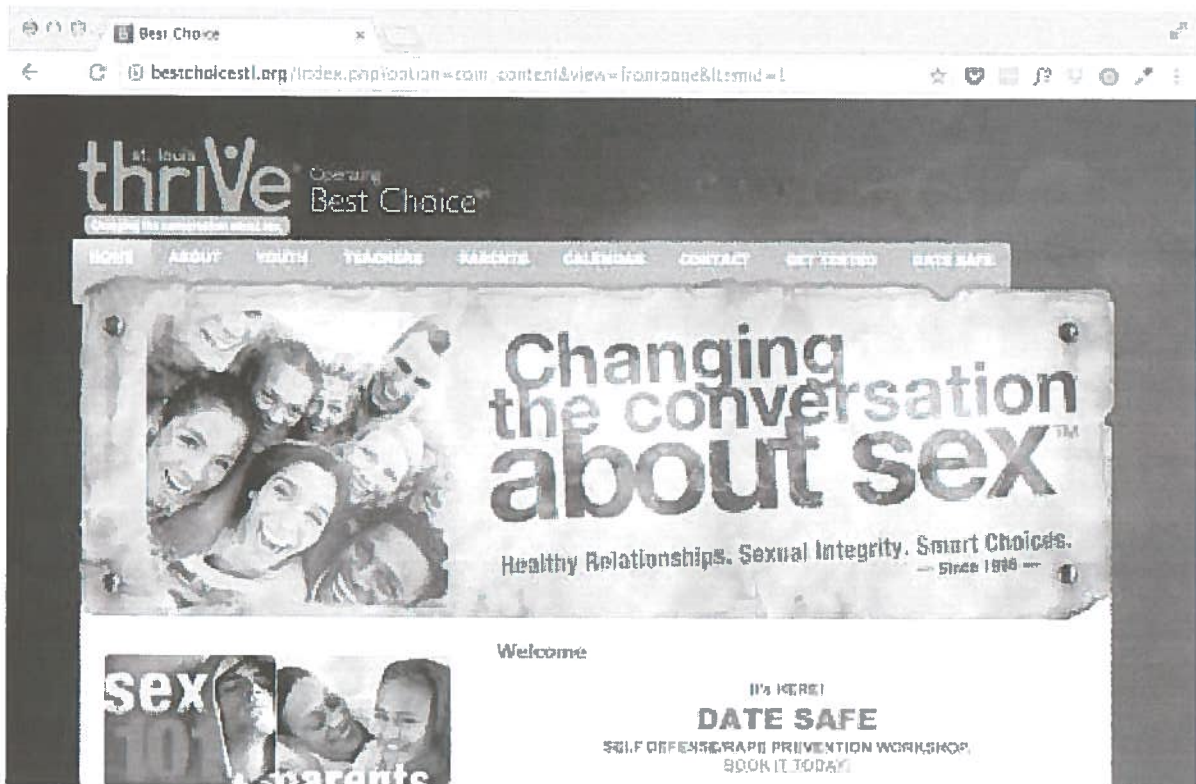
1. You need to find information about preventing pregnancy. Does this site seem to have reliable/accurate information? What do you base that on?

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

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

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

Sex Ed Sleuth Assignment D: "St. Louis THRIVE"  
www.bestchoicestl.org



Best Choice **thrive** Creating Best Choice  
Change the conversation about sex

HOME ABOUT YOUTH TEACHERS PARENTS CALENDAR CONTACT GET TESTED DATE RAIN

### About Best Choice

Sexual integrity is expressing the gift of sexuality throughout life in a true, excellent, honest and healthy way. It is protection in childhood, direction in adolescence and celebration in adulthood.

Thrive's Best ChoiceSM Sexual Integrity Program explores the Five Components of the Whole Person:

**Social Physical  
Intellectual  
Spiritual Emotional**

This fast-paced, fun, edgy and interactive program is designed to help young people ages 12-18 understand that sex is more than a physical act and to empower them to make the best and healthiest choices. Best ChoiceSM presentations may be tailored to specific audiences.

Best Choice **thrive**

**Did you know...**

The city of St. Louis has dropped to #2 in the nation for Chlamydia and Gonorrhea. "Health Department officials attributed the improvements to a partnership formed with community groups to increase testing and education" (The St. Louis American, 2009).

**Did you know...**

Across the nation 45 million individuals over the age of 12 have contracted genital herpes. [View source](#)

Best Choice **thrive** Creating Best Choice  
Change the conversation about sex

HOME ABOUT YOUTH TEACHERS PARENTS CALENDAR CONTACT GET TESTED DATE RAIN

This fast-paced, fun, edgy and interactive program is designed to help young people ages 12-18 understand that sex is more than a physical act and to empower them to make the best and healthiest choices. Best ChoiceSM presentations may be tailored to specific audiences.

Topics may include:

- Sexual integrity
- Sexually transmitted diseases
- Brain function
- Media influence
- Prenatal and marital sex
- Myth of 'safe' sex
- Building healthy relationships
- and more!

For over 11 years Best ChoiceSM has been available free of charge across the entire St. Louis region reaching over 40 schools in St. Charles County, Jefferson County, St. Louis County and St. Louis City. We reach public and private high schools, middle schools, youth groups, churches and other venues.

Highlights of the Best ChoiceSM Program include:

- A classroom curriculum that is Title V, A-ei compliant. All aspects of this program are in complete alignment with the themes and requirements of the CBAE program.
- A teen parenting program with presentations and small group discussions on how to begin now making healthy choices for oneself and the future of one's child.
- One hour parent presentation providing information on how to talk to one's teen about sex. This can be also be structured as a weekly or monthly small group discussion.
- After school WAIT Training clubs that provide youth the opportunity to get together, have fun, and discuss struggles they are facing with regards to relationships, peer pressure, and abstinence.

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Across the nation 45 million individuals over the age of 12 have contracted genital herpes. [View source](#)



**HANDOUT:  
SEXUAL HEALTH INFORMATION WEBSITES FOR YOUNG PEOPLE**

**AMERICAN SEXUAL HEALTH ASSOCIATION**

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

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

**KIDSHEALTH/TEENSHEALTH – THE NEMOURS FOUNDATION**

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

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

**PLANNED PARENTHOOD**

While Planned Parenthood provides sexual and reproductive healthcare and resources for people of all ages, this site focuses on the needs of younger people.

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

**SEX, ETC.**

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

<http://www.sexetc.org>

**STAY TEEN**

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

<http://www.stayteen.org>

# Being a Sex Ed Sleuth

Rights. Respect. Responsibility.

# What Am I Looking For in a Website?

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



## How Can I Tell?

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

# Where Do I Look?

## Home Page

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

## “About Us” or “Who We Are”

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



# Q: “How effective are condoms?”

Rights. Respect. Responsibility.

### Condom FAQs | It's Your Sex Life

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

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

[www.webmd.com/sex/birth-control/birth-control-condoms?...2>](#) WebMD > Learn more from WebMD about male and female condoms and their role in birth control and preventing sexually transmitted diseases

### Are Condoms 100% Effective? - KidsHealth

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

### [PDF] CONDOM EFFECTIVENESS: FREQUENTLY ASKED ...

[www.factsaboutcondoms.com/.../Condom%20Effectiveness%20FAQ%20...>](#) CONDOM EFFECTIVENESS: FREQUENTLY ASKED QUESTIONS. Are condoms effective at preventing pregnancy? Yes. When used consistently and correctly

### Get Real! How Well Will Condoms Really Work?

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

### [PDF] Double Bagging - Planned Parenthood

[www.plannedparenthood.org/download\\_file/.../1725...>](#) Planned Parenthood > Condoms are effective because they block contact with body fluids that cause pregnancy and sexually transmitted infection. Most reports of condom failure

## Condom FAQs | It's Your Sex Life

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

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

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

## Are Condoms 100% Effective? - KidsHealth

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

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

## Get Real! How Well Will Condoms Really Work?

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

## [PDF] Double Bagging - Planned Parenthood

[www.plannedparenthood.org/download\\_file/.../1725...](http://www.plannedparenthood.org/download_file/.../1725...) **Planned Parenthood**   
**Condoms** are **effective** because they block contact with body fluids that cause pregnancy and sexually transmitted infection. Most reports of **condom** failure.





Partner Message  
Partner with KidsHealth

TeensHealth  
from Nemours

- Search here...
- Teens Home
- Body
- Mind
- Sexual Health
- Food & Fitness
- Diseases & Conditions
- Infections
- Q&A
- School & Jobs
- Drugs & Alcohol
- Staying Safe
- Recipes
- En Español



Expert Answers on...

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

AAA  
Te 1 Size Print

Listen

Are condoms 100% effective?  
- Kelsey<sup>+</sup>

See this article on Español

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

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

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

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

# Nemours. Children's Health System

**Your child.**

**Our promise.**

**Your child.**

My Child Has...

SEARCH

Find a Doctor

For Patient Families

- Why Choose Us
- Making an Appointment
- Insurance We Accept
- Medical Services
- For Your Appointment
- MyNemours: Online Medical Records
- Pay Your Bill
- Contact Us

More Options

Our Locations

Family-Centered Excellence in  
Medical Care | Prevention | Education | Research

Primary, Specialty and Hospital Care in  
Delaware | Florida | Pennsylvania | New Jersey

View All Primary, Specialty  
and Urgent Care Locations

Primary & Specialty Care in  
the Delaware Valley

Nemours/Alfred I. duPont  
Hospital for Children