

Everybody's Got Body Parts – Part One

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

NSES ALIGNMENT:

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

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

TARGET GRADE: Grade 7
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON :

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

Everybody's Got Body Parts – Part One

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

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

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

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

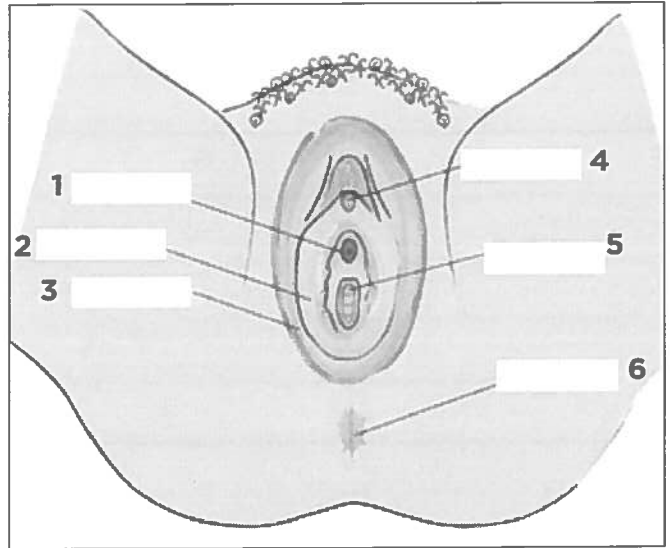
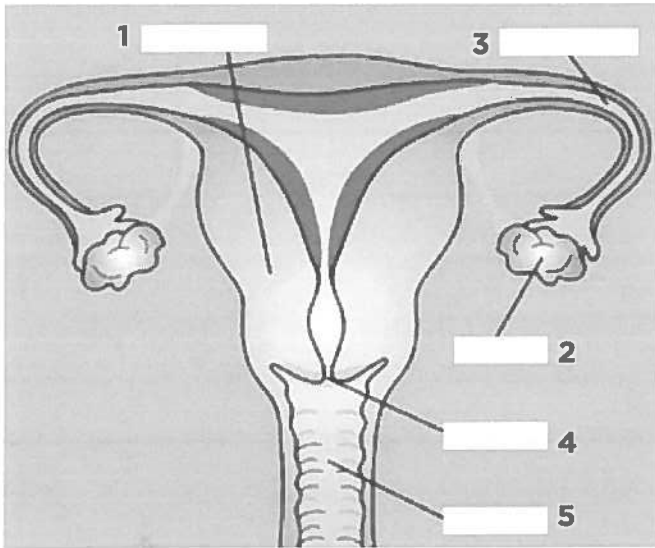
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

HOMEWORK:

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

The Female Reproductive and Sexual Systems Worksheet

Name: _____ Name: _____ Name: _____



(Images from www.kidshealth.org)

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

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

WORD BANK

Uterus
Ovary
Fallopian Tube
Cervix
Vagina

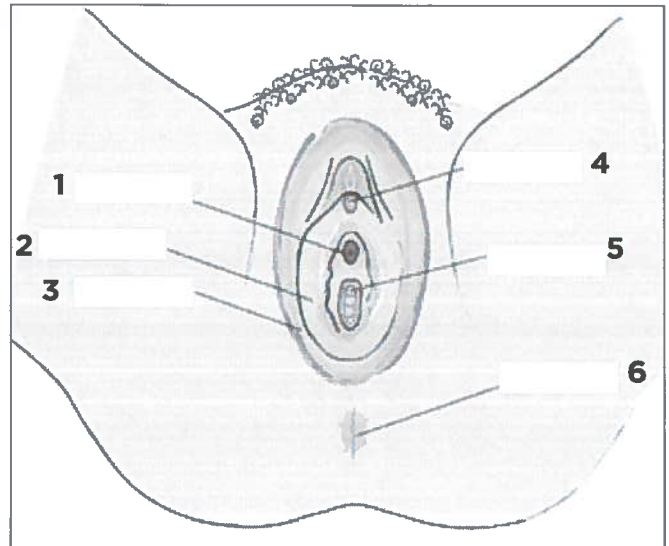
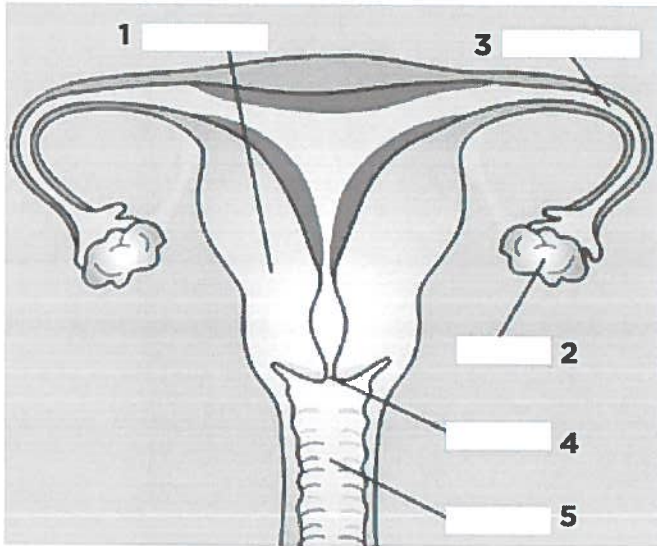
WORD BANK

Vagina
Clitoris
Labia Majora
Labia Minora
Urethra
Anus

The Female Reproductive and Sexual Systems Worksheet

ANSWER KEY

Name: _____ Name: _____ Name: _____



(Images from www.kidshealth.org)

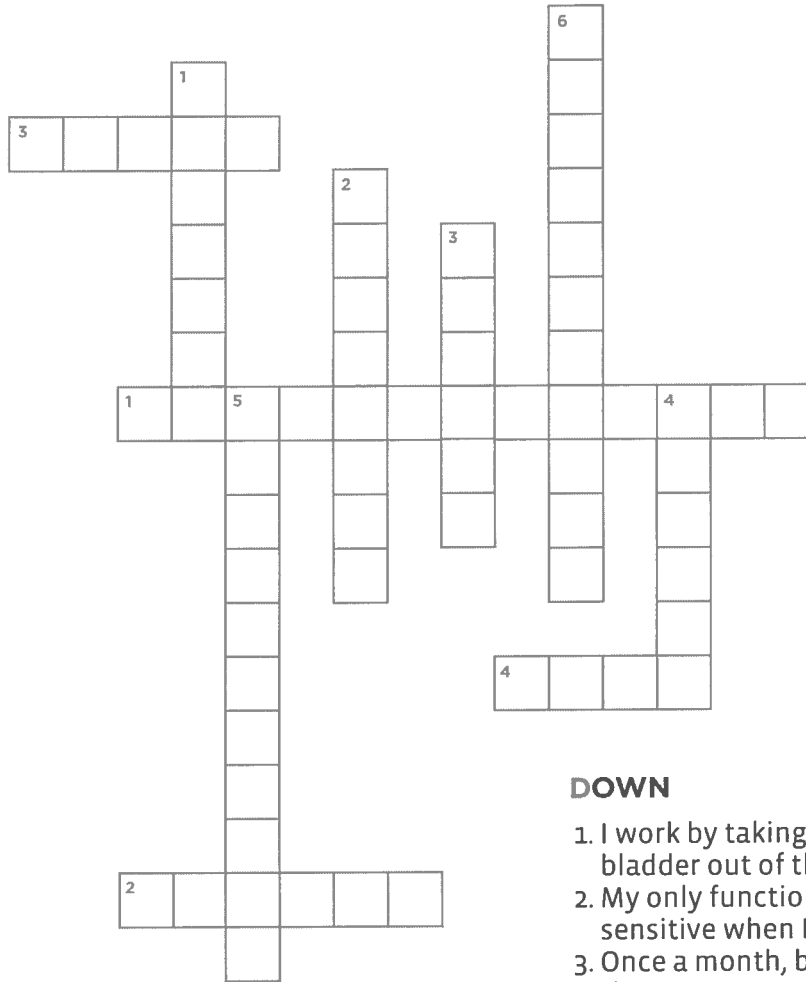
1. Uterus _____
2. Ovary _____
3. Fallopian Tube _____
4. Cervix _____
5. Vagina _____

1. Urethra _____
2. Labia Minora _____
3. Labia Majora _____
4. Clitoris _____
5. Vagina _____
6. Anus _____

Homework: Female Sexual and Reproductive Systems Crossword Puzzle

Name: _____ Date: _____

Instructions: Watch the Amaze video called, "Female Biological Parts" <https://amaze.org/video/puberty-biological-female-anatomy/> to review before completing the crossword puzzle.



ACROSS

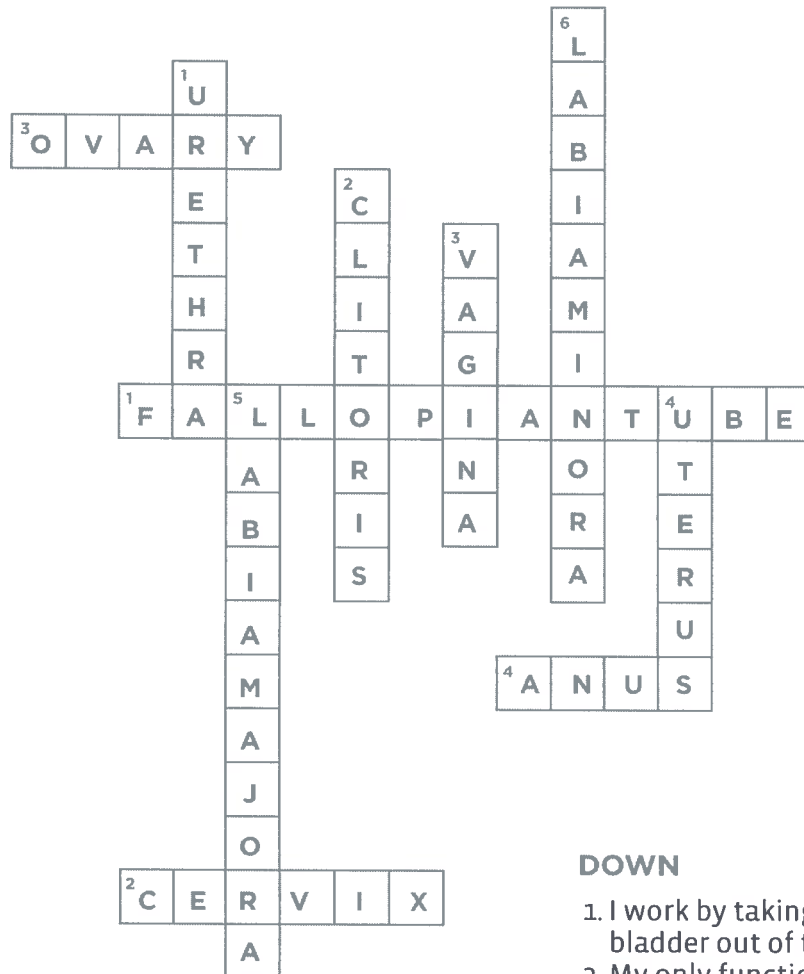
1. There are two of me - one on either side of the uterus, each connected to one of the ovaries. Eggs pass through me every month to get to the uterus!
2. I'm the opening to the uterus! When people with one of these get pap tests, the clinician takes cells from me to test them to make sure all is well!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

DOWN

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

Homework: Female Sexual and Reproductive Systems Crossword Puzzle

ANSWER KEY



ACROSS

1. There are two of me - one on either side of the uterus, each connected to one of the ovaries. Eggs pass through me every month to get to the uterus!
2. I'm the opening to the uterus! When people with one of these get pap tests, the clinician takes cells from me to test them to make sure all is well!
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Everybody's Got Body Parts – Part Two

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

NSES ALIGNMENT:

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

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

TARGET GRADE: Grade 7
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON :

- Go through the website and video:
<https://kidshealth.org/en/teens/male-repro.html?WT.ac=ctg#catguys> and
<https://medlineplus.gov/ency/anatomyvideos/000121.htm>, which you will use to provide the answers to the activity in this lesson.
- Speak with your IT department to make both of the above websites are both unblocked for your classroom and that your computer's sound works for the video.
- Make sure your computer is queued to both the website and video right before class.
- Go through the anonymous questions from the last class session to be prepared to answer them during class. If there are no or very few questions, feel free to add in a few.

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

Everybody's Got Body Parts – Part Two
A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum

Everybody's Got Body Parts – Part Two
A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum

PROCEDURE:

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

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

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

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

STEP 3: Once the students have completed the activity, click on the link to “The Male Reproductive System,” at <https://kidshealth.org/en/teens/male-repro.html?WT.ac=ctg#catguys>. Click on each body part and either read or ask a student to read the description that is listed there. Tell the students to check their worksheets as you go along to make sure they have the answers correct.

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

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

Next, go to <https://medlineplus.gov/ency/anatomyvideos/000121.htm> and click on the link to play the video about the path of the sperm. Ask whether the students have any questions. (27 minutes)

STEP 4: Distribute an index card to each student. Ask each person to write down one question they may still have relating to the male sexual and reproductive systems, but that they should not put their names on the cards. Instruct those who do not have questions to simply write “no question” on their card to help keep anonymity, as no one will know who

wrote down a question and who did not. As they are writing their questions, distribute the homework sheet and ask them to complete it before the next class session. Collect the cards in the anonymous question box, and tell the class that you will answer them at the beginning of the next class session. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

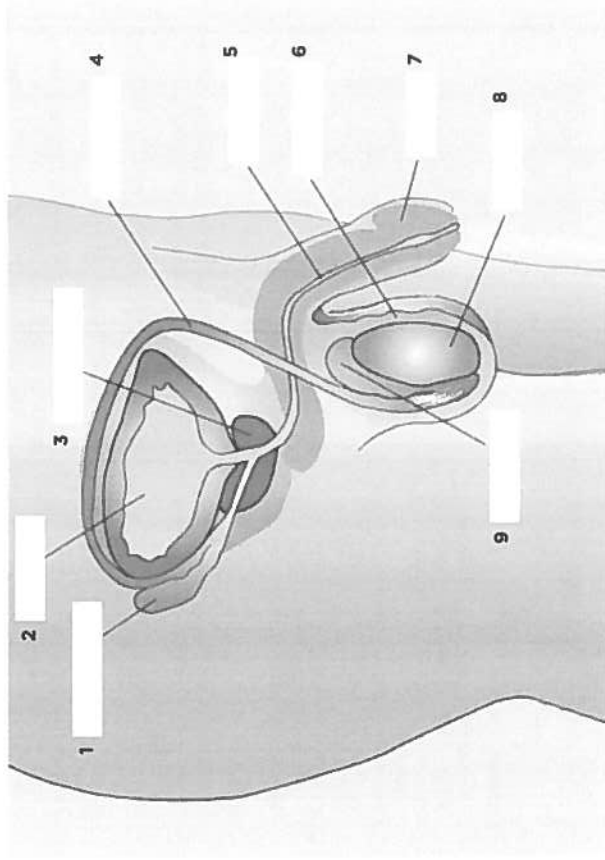
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

HOMEWORK:

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

The Male Reproductive and Sexual Systems Worksheet

Name: _____ Name: _____



(Image from www.kidshealth.org)

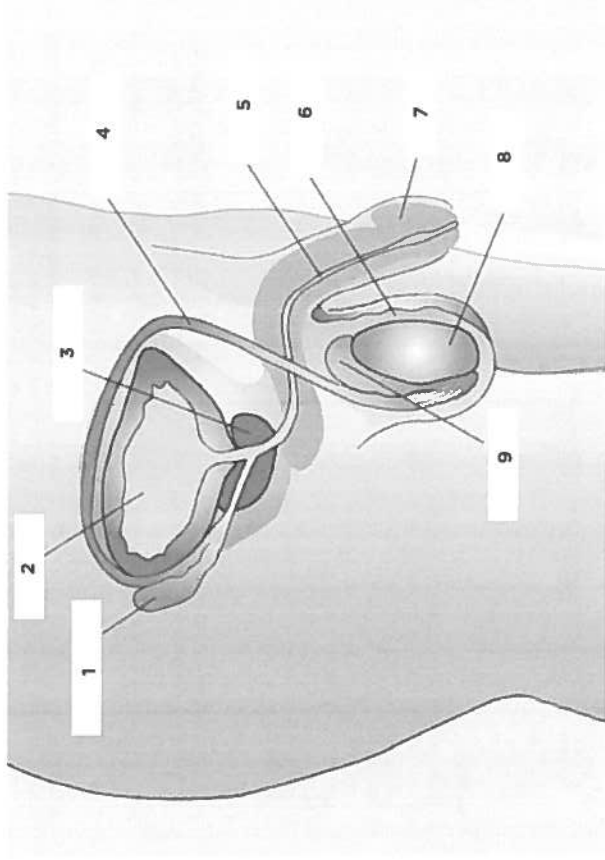
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

WORD BANK

- | | | |
|-----------------|--------------|----------------|
| seminal vesicle | bladder | epidymis |
| testicle | penis | scrotum |
| urethra | vas deferens | prostate gland |

The Male Reproductive and Sexual Systems Worksheet

Answer Key

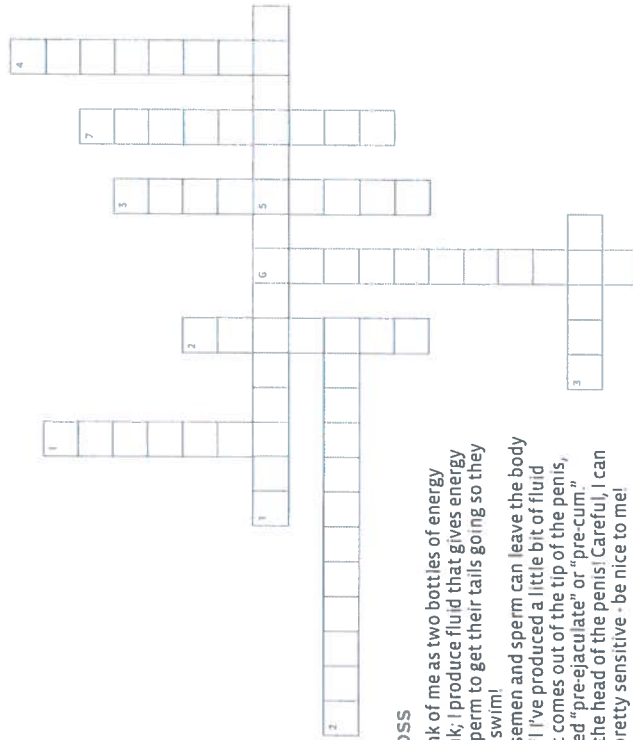


(Image from www.kidshealth.org)

- | | | |
|--------------------|-----------------|-------------|
| 1. seminal vesicle | 4. vas deferens | 7. penis |
| 2. bladder | 5. urethra | 8. testicle |
| 3. prostate gland | 6. scrotum | 9. epidymis |

Homework: Male Sexual and Reproductive Systems Crossword Puzzle

Name: _____ Date: _____
Instructions: Watch the Amaze video called, "Male Biological Parts" <https://amaze.org/video/puberty-biological-male-anatomy/> to review before completing the crossword puzzle.



ACROSS

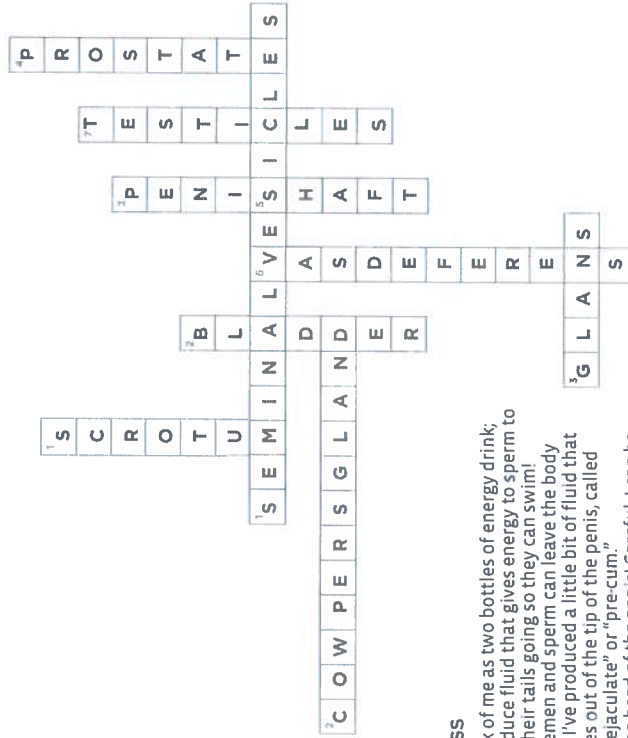
1. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
2. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
3. I'm the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

DOWN

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

Homework: Male Sexual and Reproductive Systems Crossword Puzzle

ANSWER KEY



ACROSS

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

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2. When you gotta go to the bathroom, that's me letting you know! I collect urine until it's time for it to leave the body.
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Reproduction Basics

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

NSES ALIGNMENT:

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

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

TARGET GRADE: Grade 7
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

Reproduction Basics

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

PROCEDURE:

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

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

STEP 2: Starting with the first newsprint, read the answers students have given, clarifying any misconceptions and confirming accurate information. If students have not written it, make sure to say, “Vaginal sex, sometimes called sexual intercourse, is when an erect penis is inserted into a lubricated vagina. If this results in ejaculation, semen is released from the penis into the vagina. Semen contains hundreds of millions of sperm, so if an egg is present, a sperm and that egg can unite. That’s called ‘fertilization.’ The fertilized egg then keeps going and, if it implants into the wall of the uterus, a pregnancy has begun. If it doesn’t, that person would eventually have a menstrual period. We’ll talk more about this in a minute.” Continue in this manner with the other two pieces of newsprint making sure to provide the appropriate information and/or definitions as needed. (10 minutes)

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

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

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

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

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

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

Reproduction Basics

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

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

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

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

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

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

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

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

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

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

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

Reproduction Basics

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

HOMEWORK: Reproduction Myth vs. Fact

Name: _____ Date: _____

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

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

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

Teacher Resource: Human Reproduction Sample Definitions

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

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

Vaginal Sex (sometimes called sexual intercourse)

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

Conception

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

Human Reproduction

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

Implantation

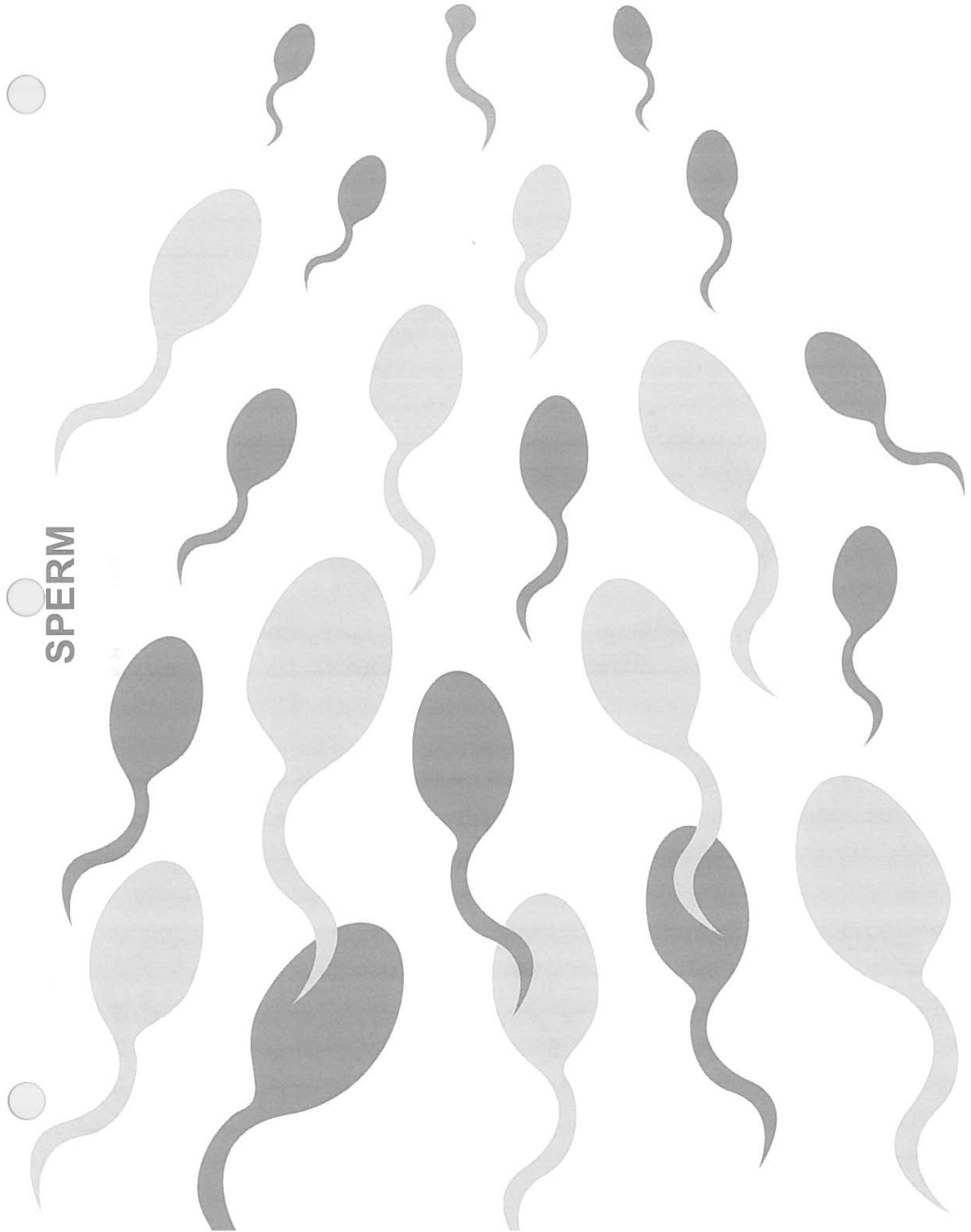
The process by which a fertilized egg attaches itself to the lining of the uterus. Once an egg is fertilized it doesn't always implant, but may leave the body with menstrual blood and tissue.

Fetus

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

Pregnancy

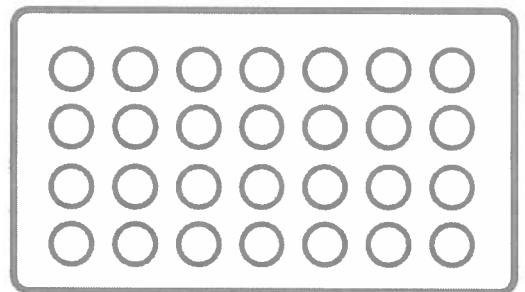
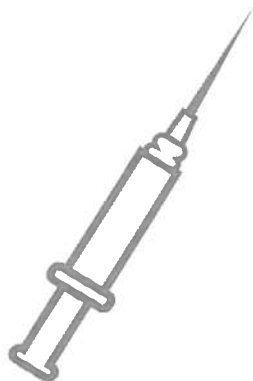
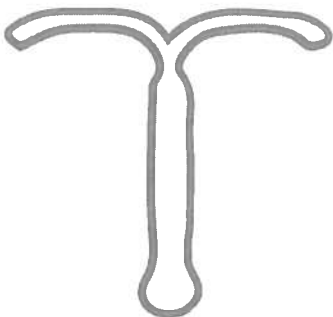
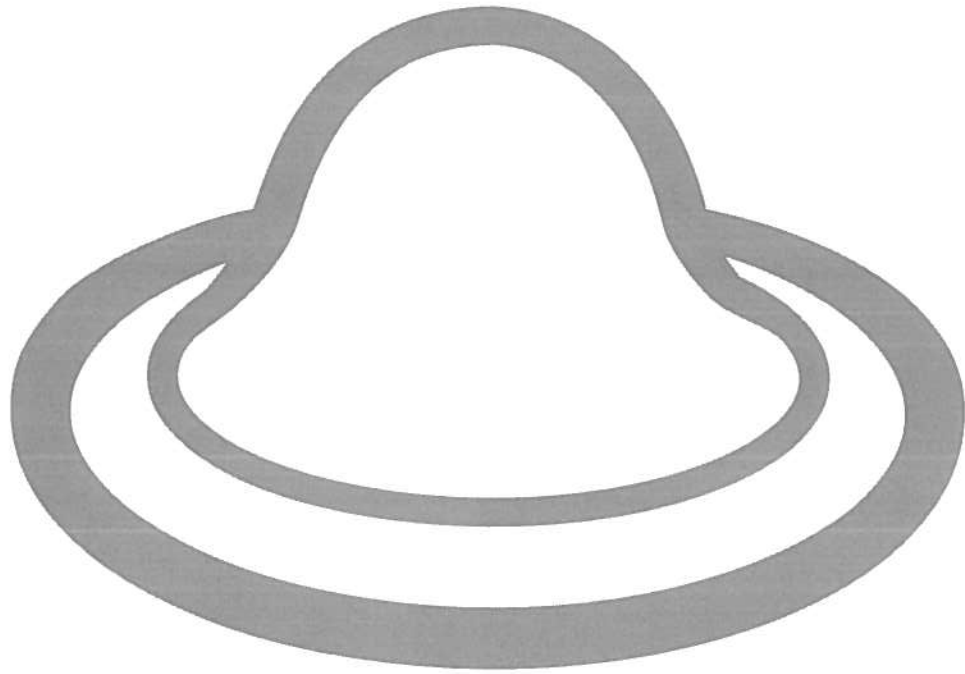
Once a fertilized egg successfully implants in the lining of the uterus, a pregnancy has begun. Typically, a pregnancy lasts for 40 weeks but can terminate for many reasons including spontaneously (called a miscarriage) or by choice or medical necessity (called an abortion).



SPERM

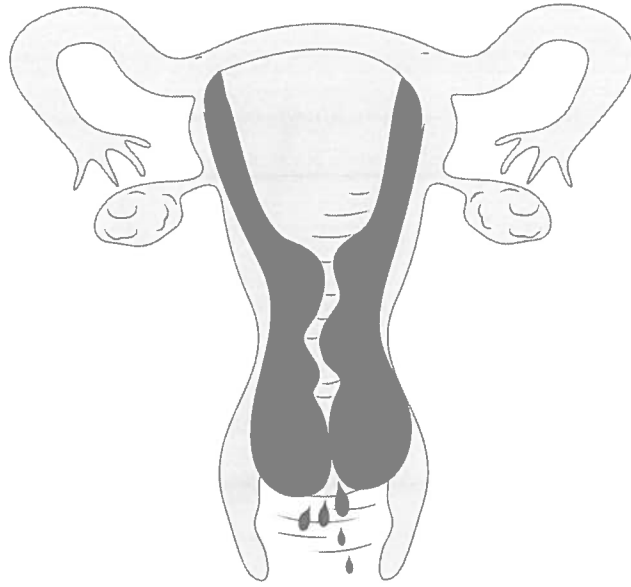
SPERM

BIRTH CONTROL



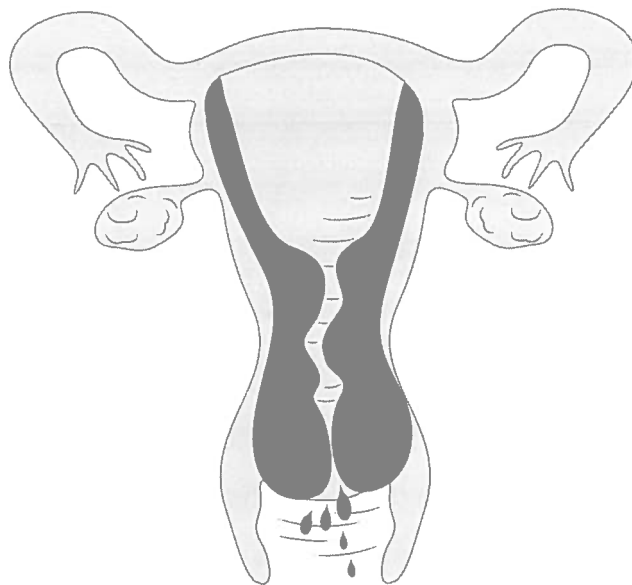
1

Menstrual period begins



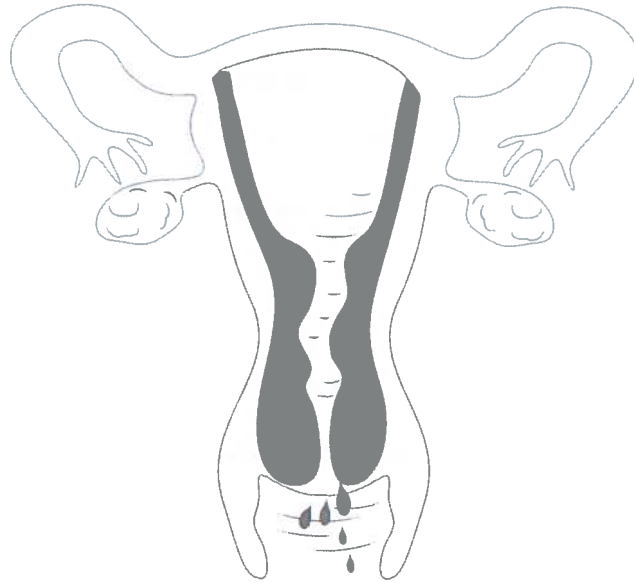
2

Menstrual period continues



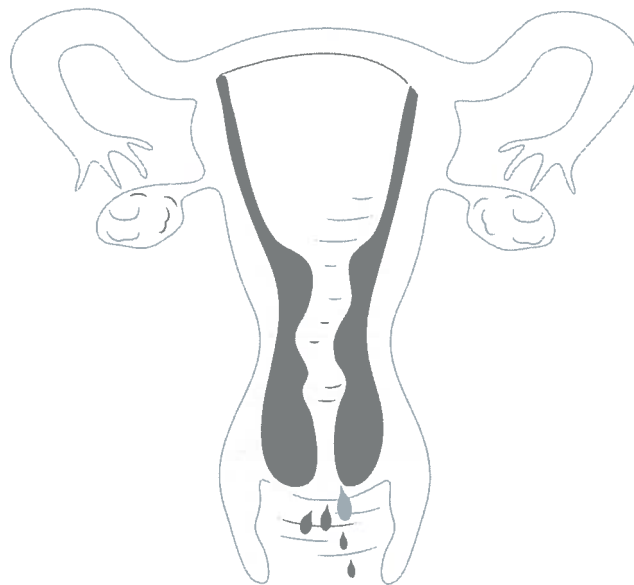
3

Menstrual period continues



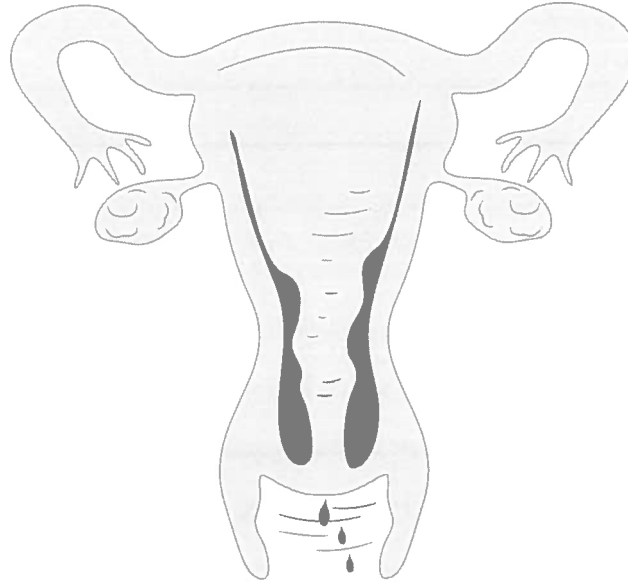
4

Menstrual period likely continues



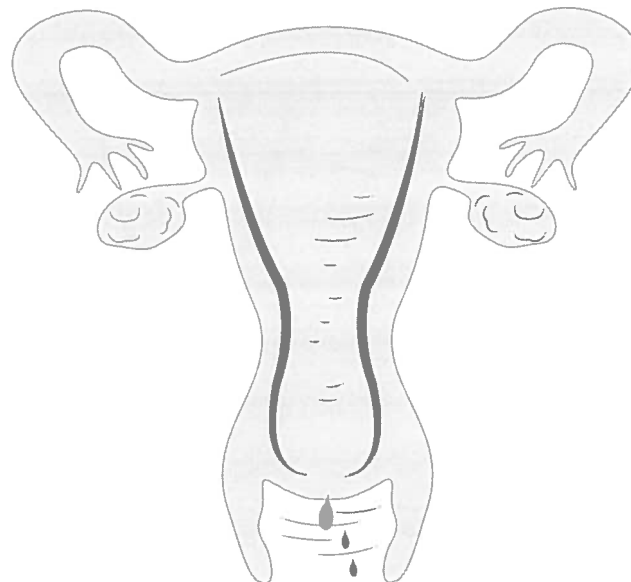
5

Menstrual period may continue/may be finishing



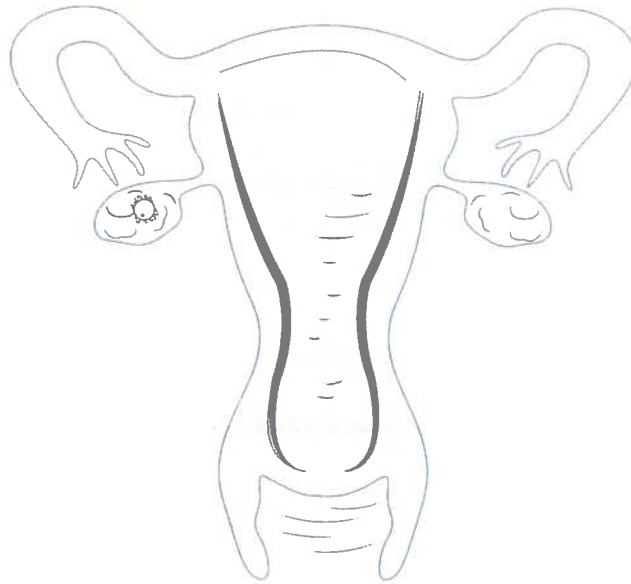
6

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



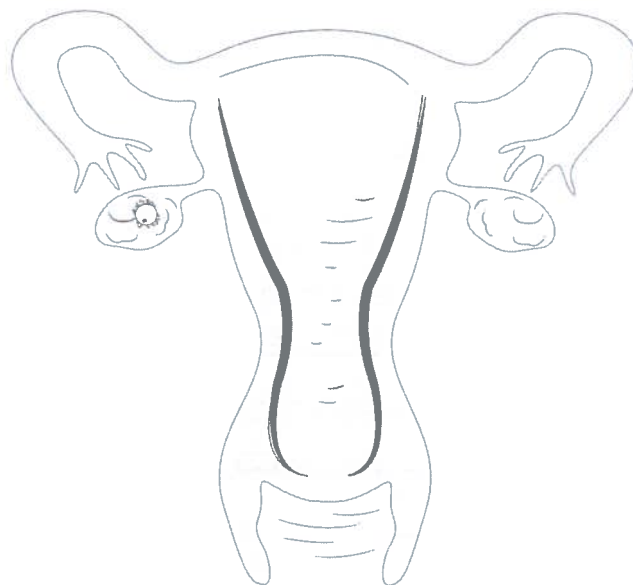
7

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



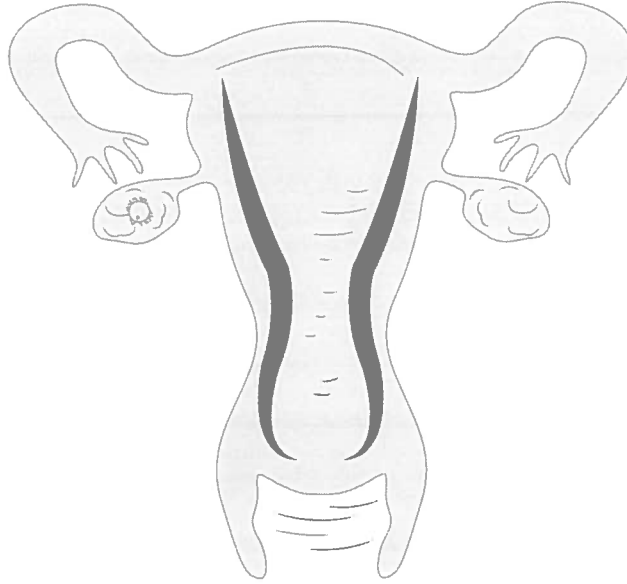
8

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



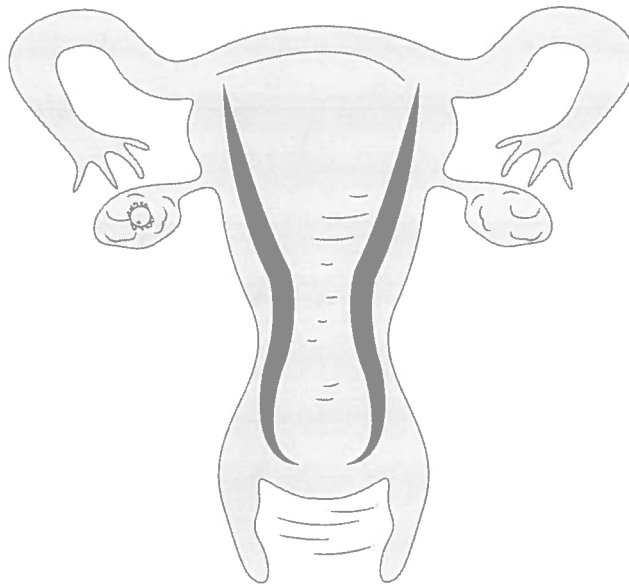
9

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



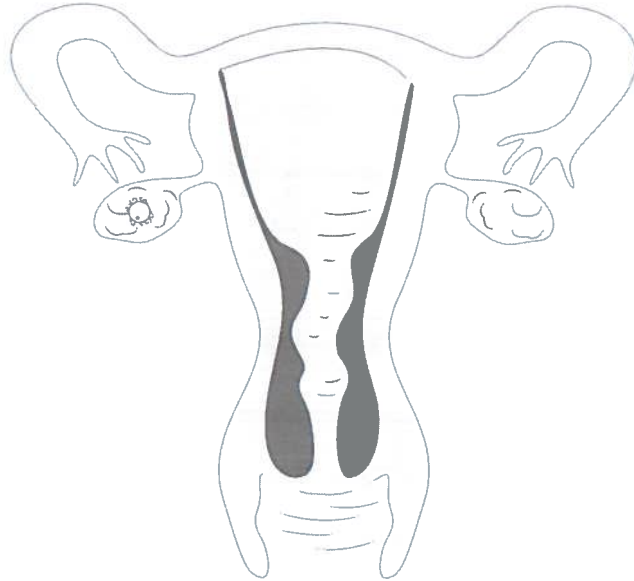
10

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



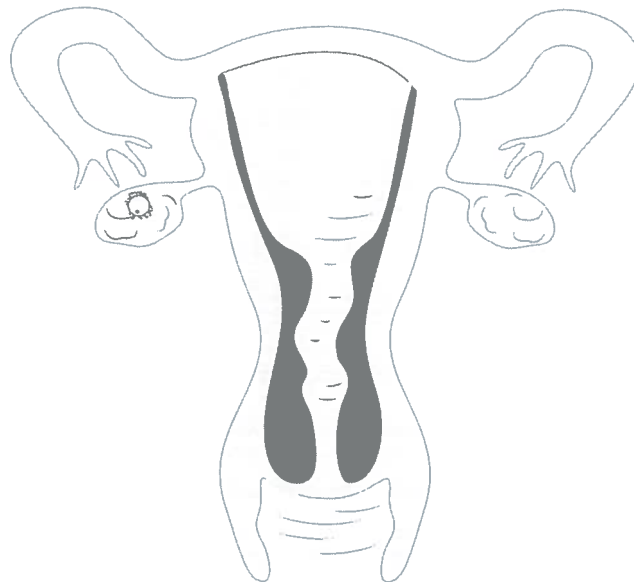
11

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



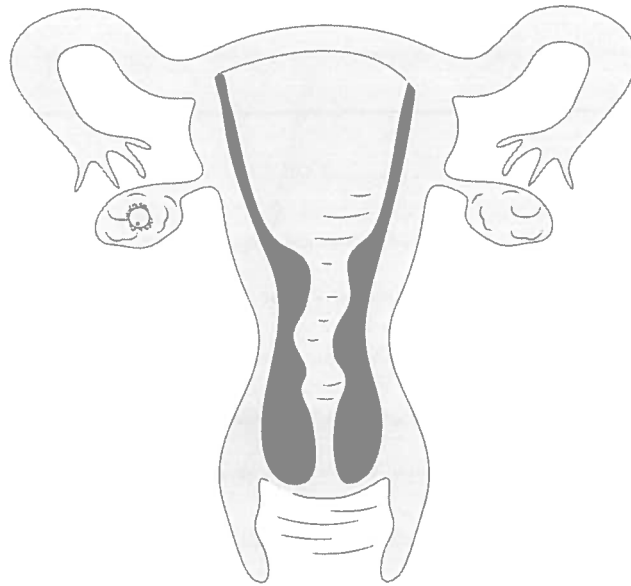
12

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



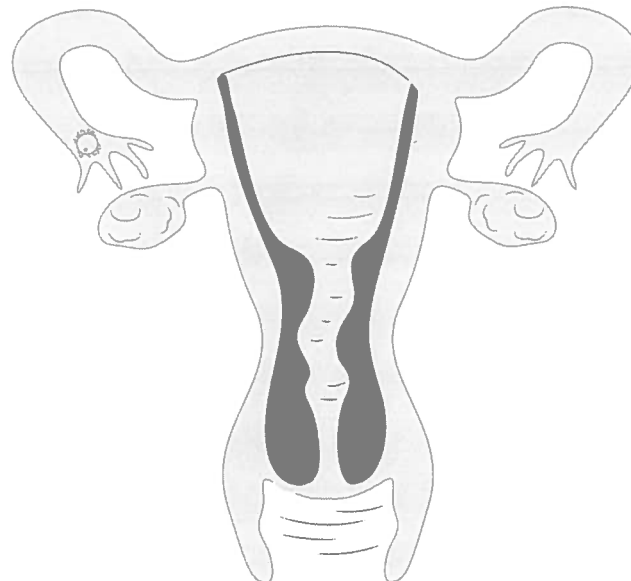
13

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



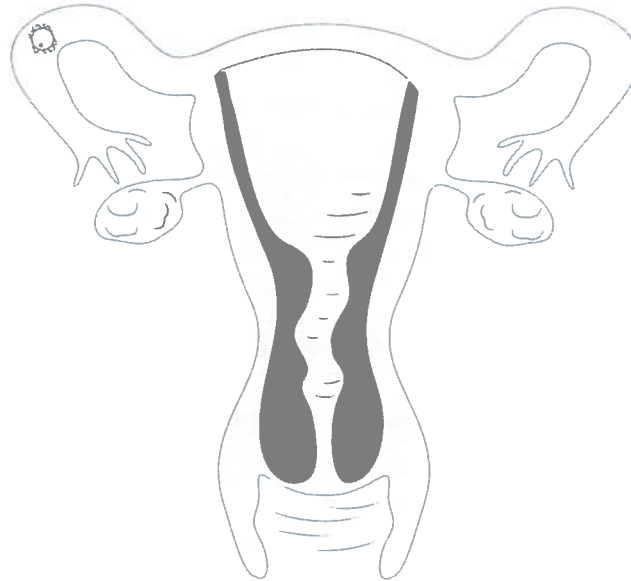
14

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



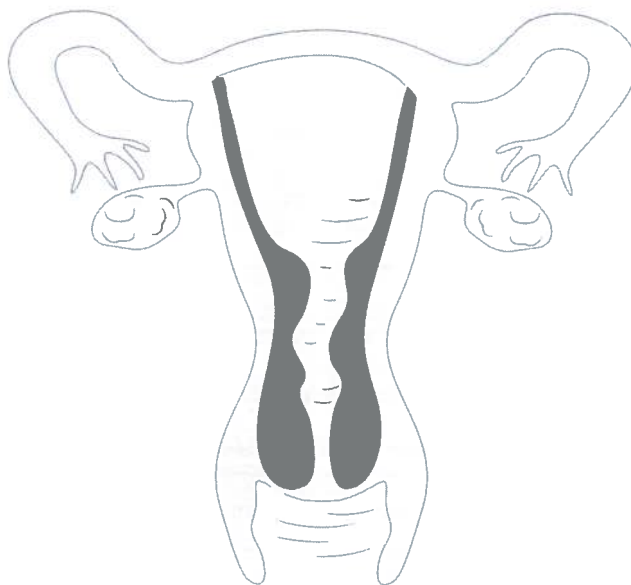
15

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



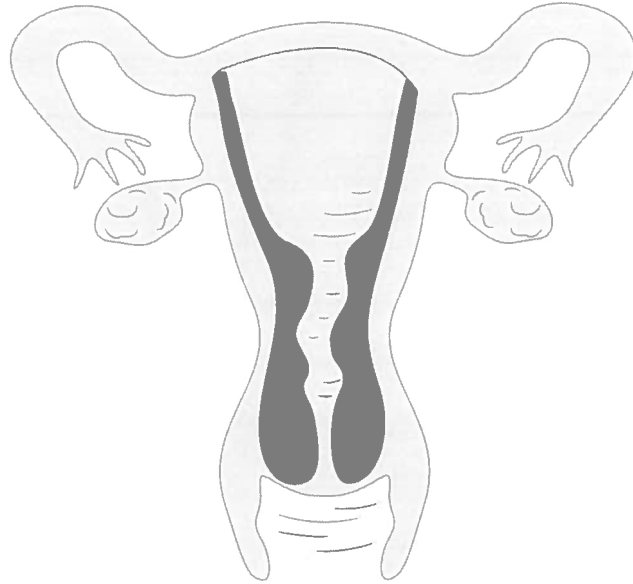
16

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



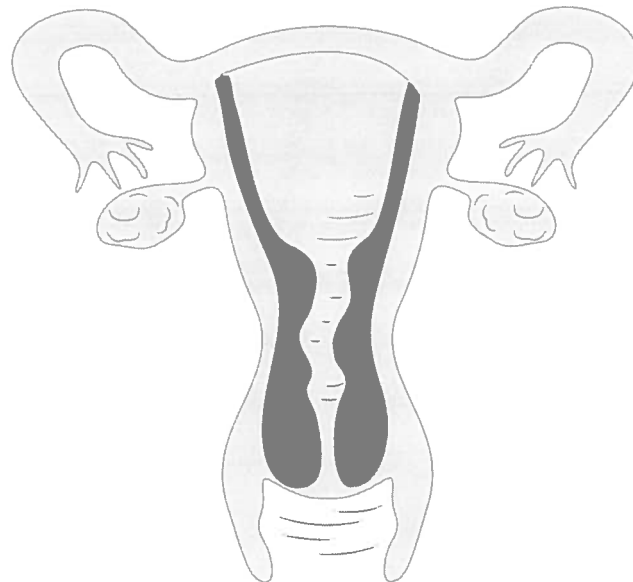
17

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



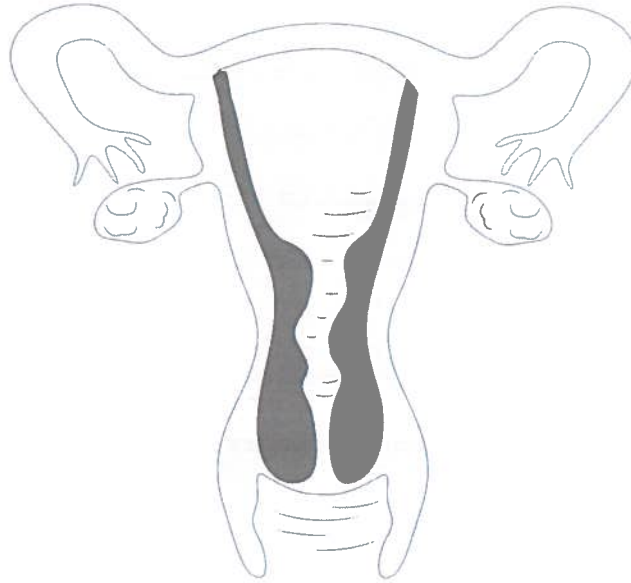
18

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



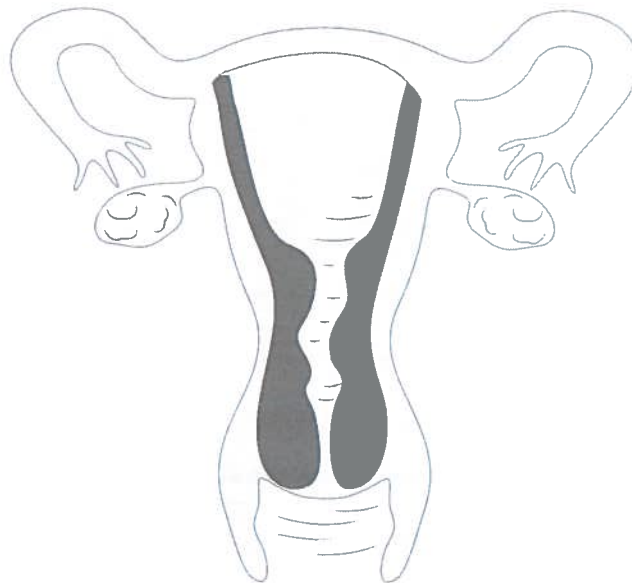
19

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



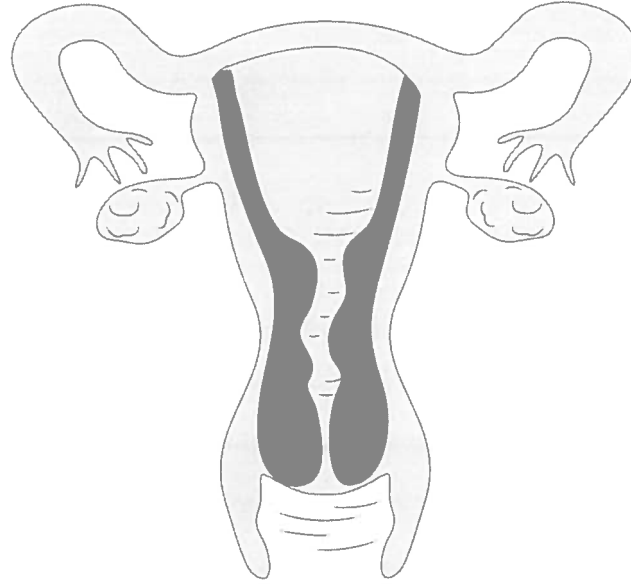
20

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



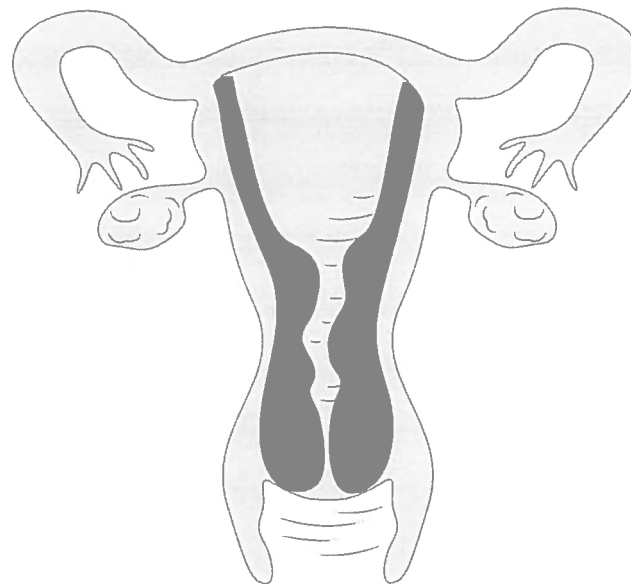
21

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



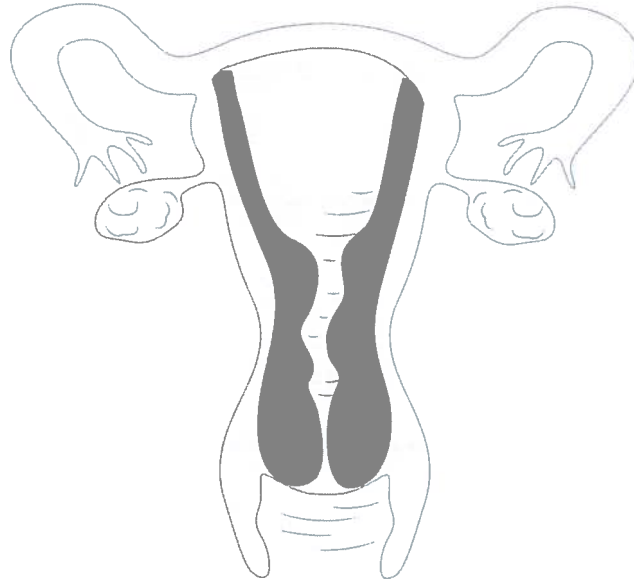
22

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



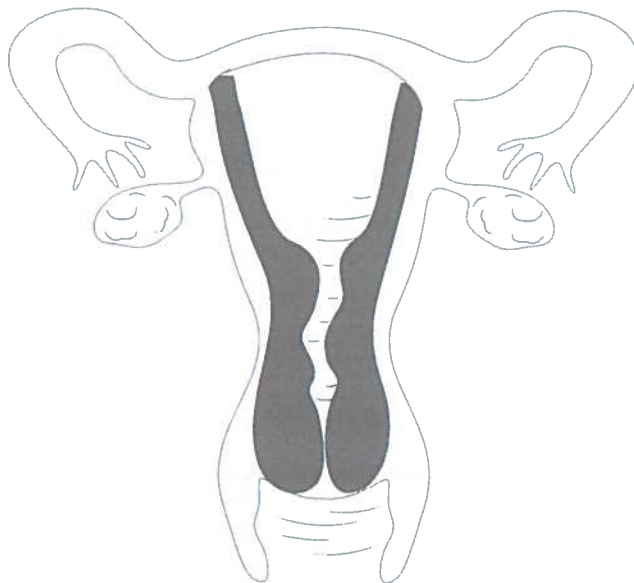
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Lining of uterus continues to grow,
just in case it's needed



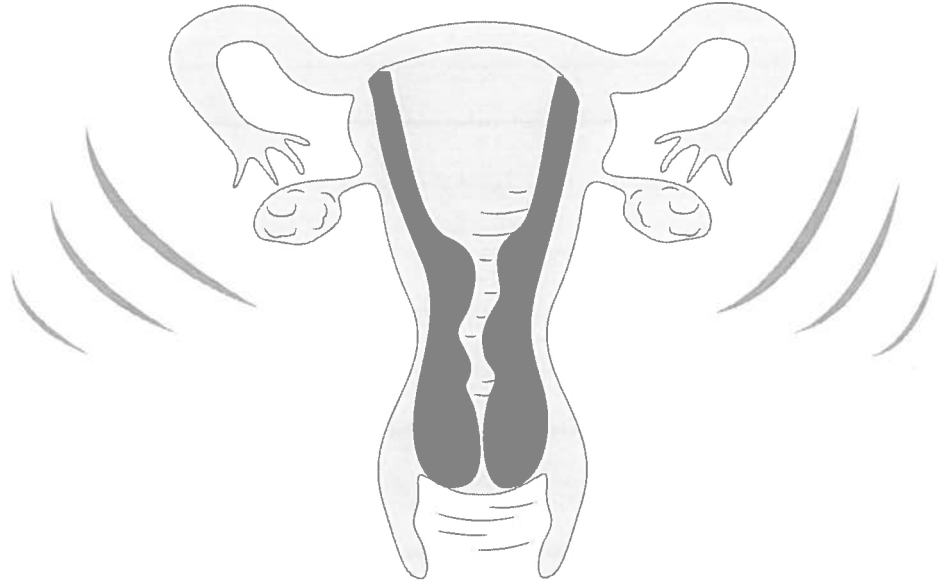
24

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



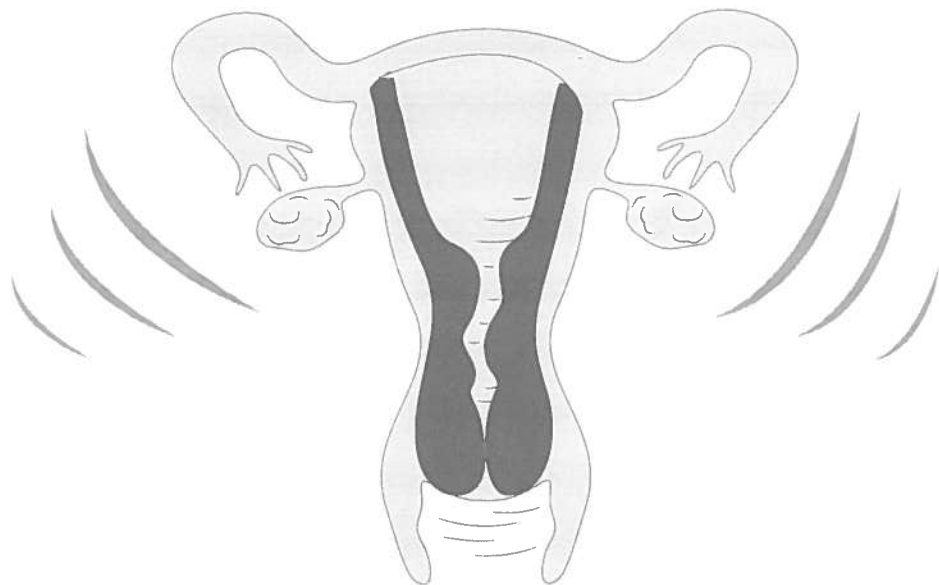
25

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



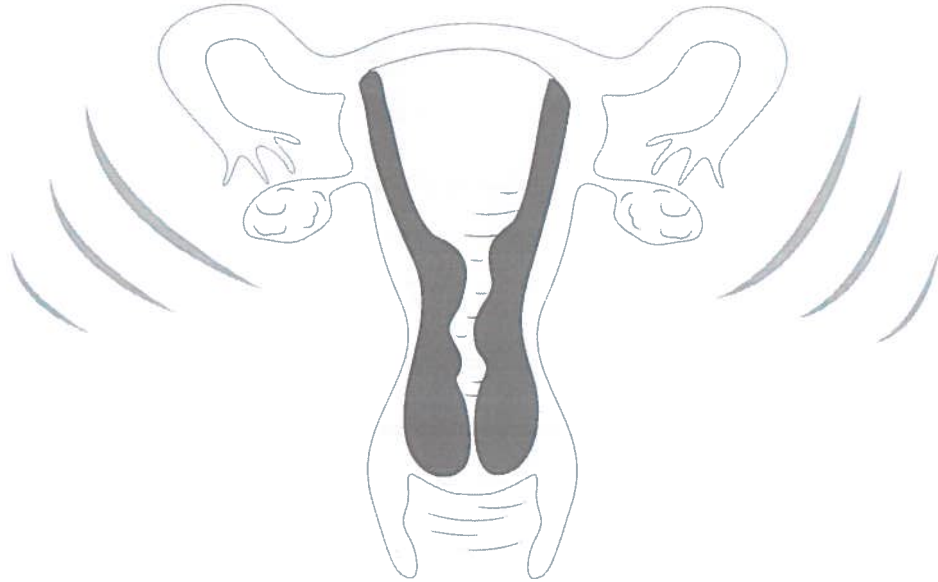
26

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



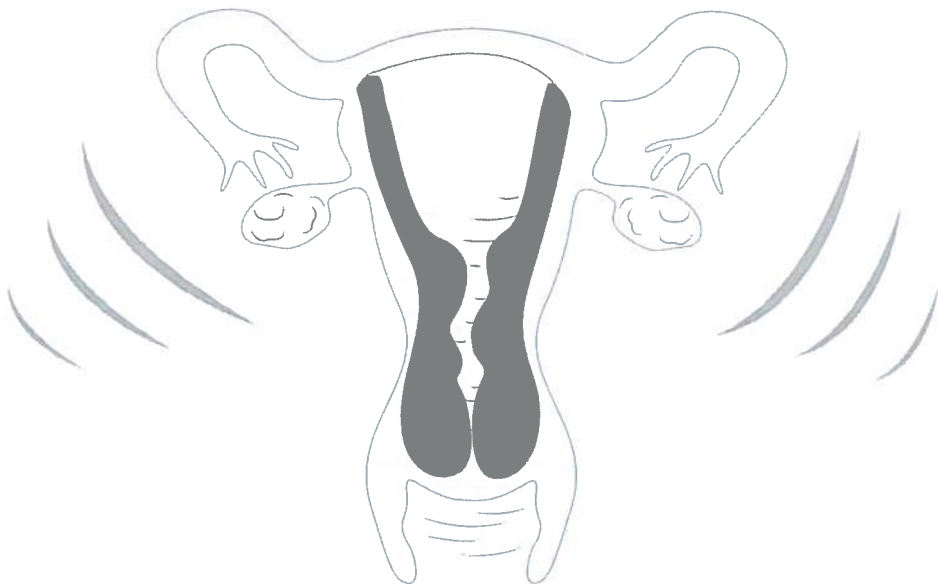
27

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



28

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

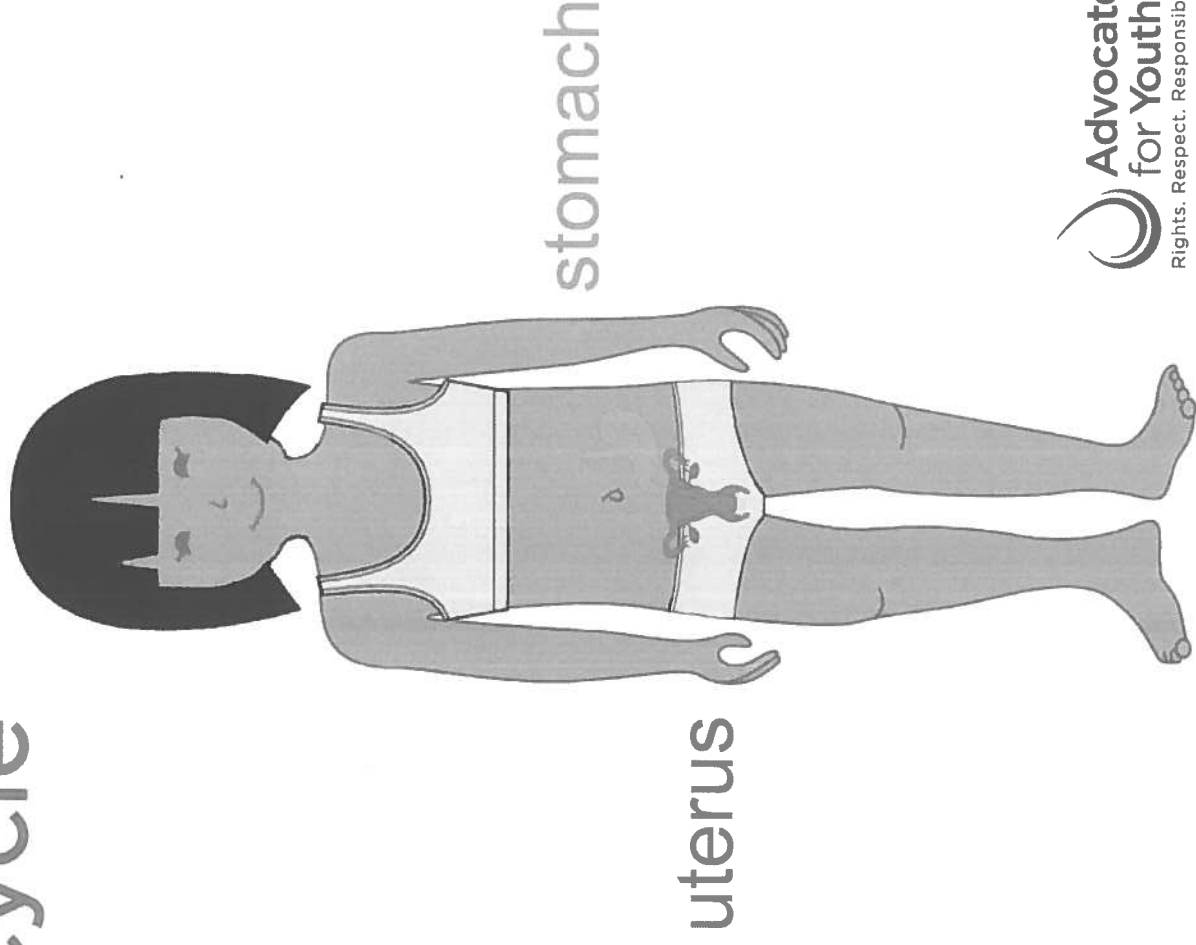


Reproduction Basics

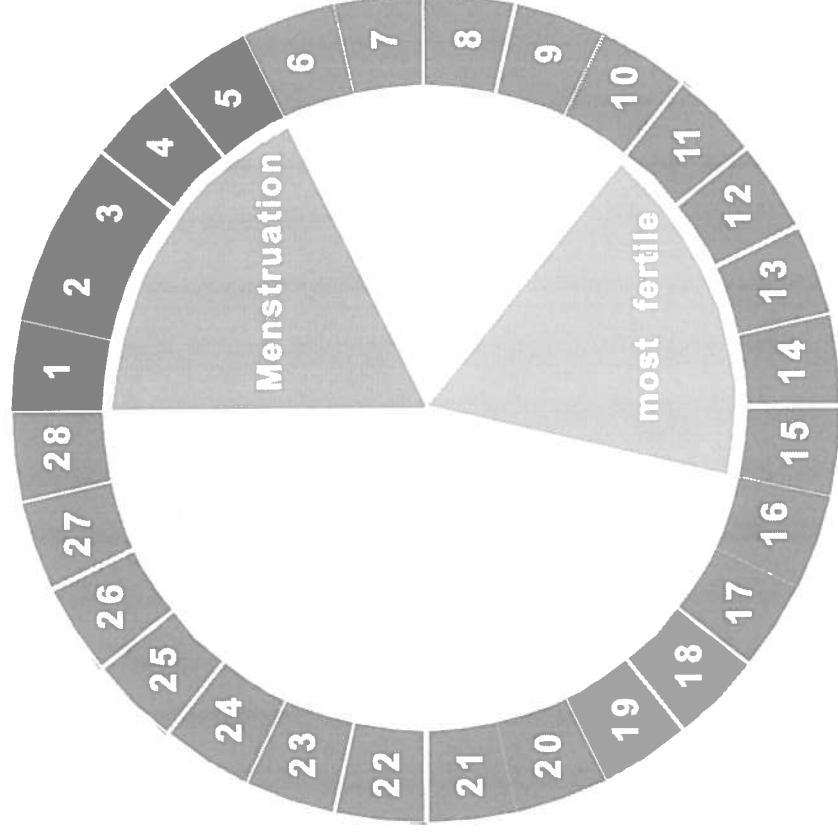
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Fertility and the Menstrual Cycle

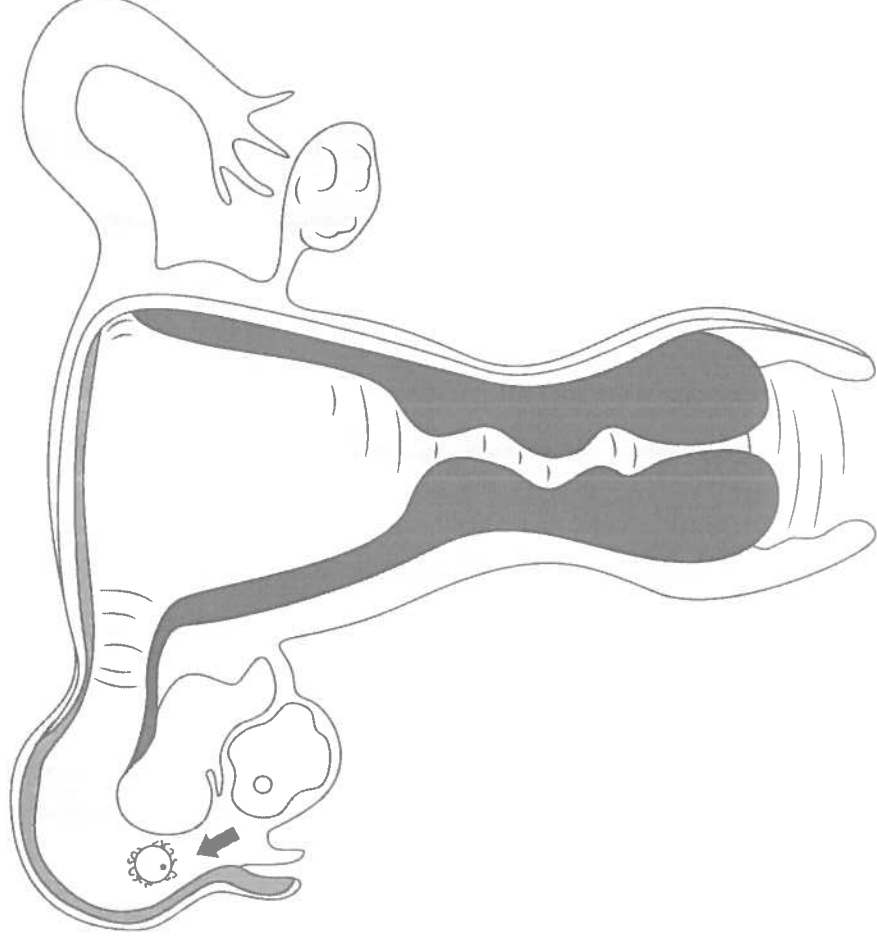
A person's uterus is located in the abdomen next to the stomach. The uterus is involved with menstruation.



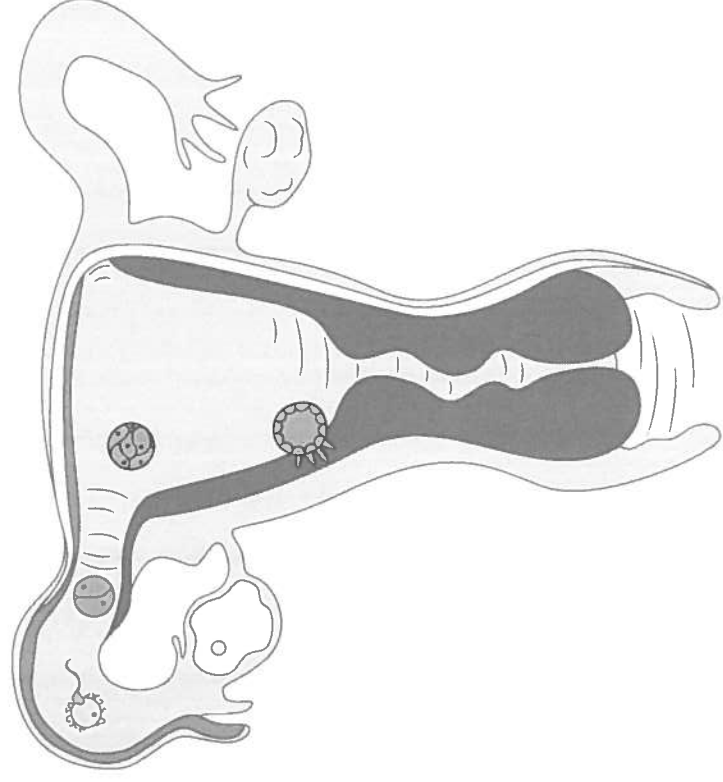
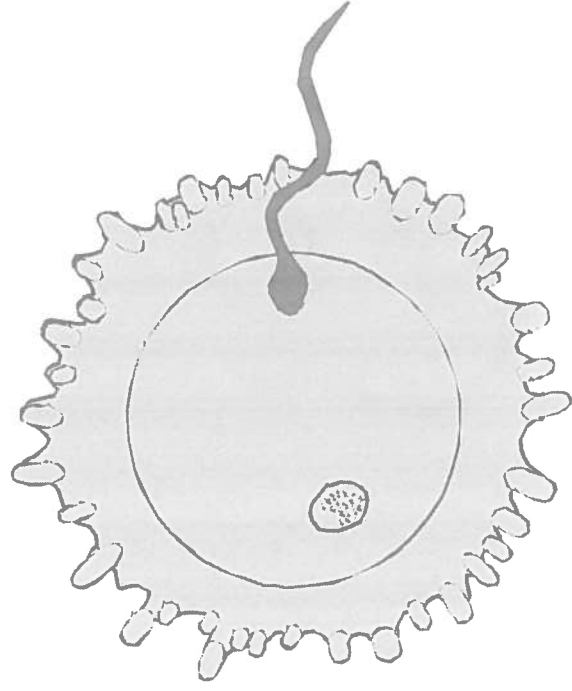
- The average menstrual cycle is about 28 days, but varies widely from person to person.
- Menstrual periods usually start between the ages of 9-15.



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

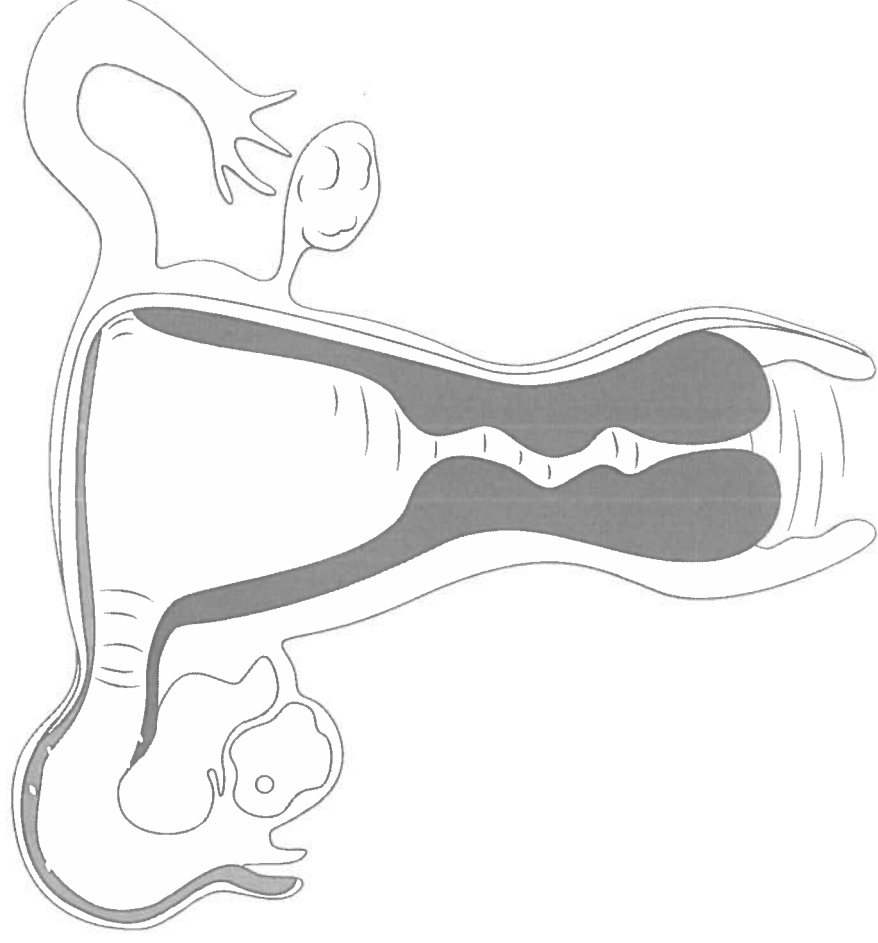


While it's traveling, if the ovum unites with a sperm and implants in the uterus a pregnancy can begin.

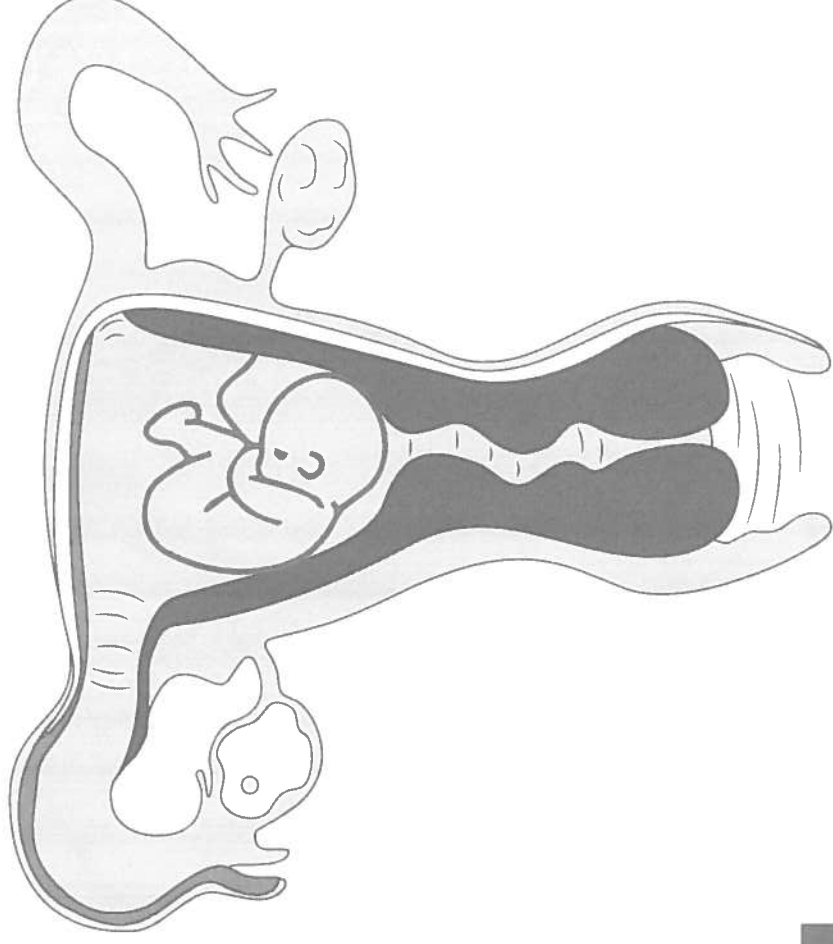


FERTILIZATION

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

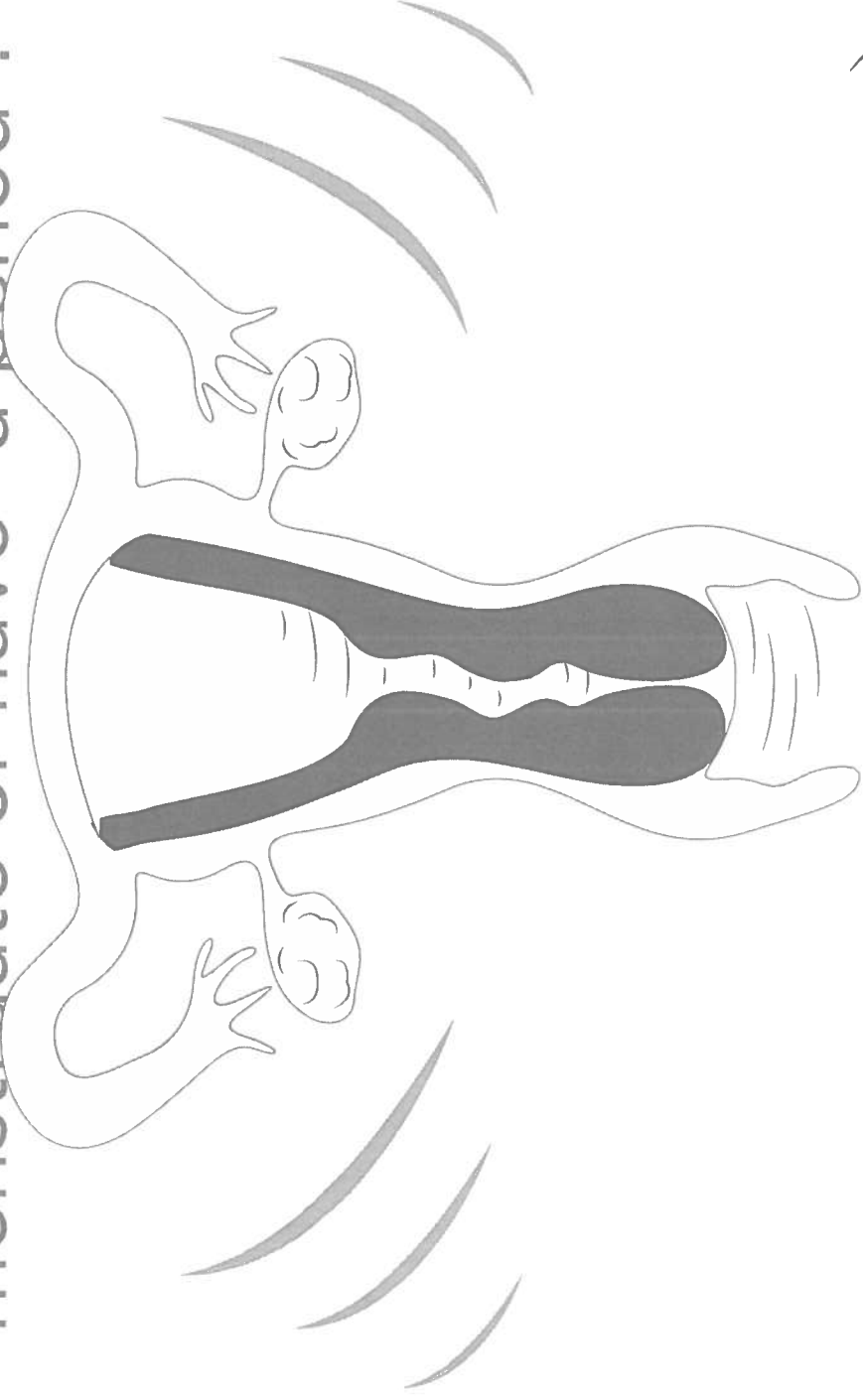


To prepare for a potential pregnancy, each month the uterus grows a thick lining to create a good environment for the potential fetus. That is what a baby is called before it's born.

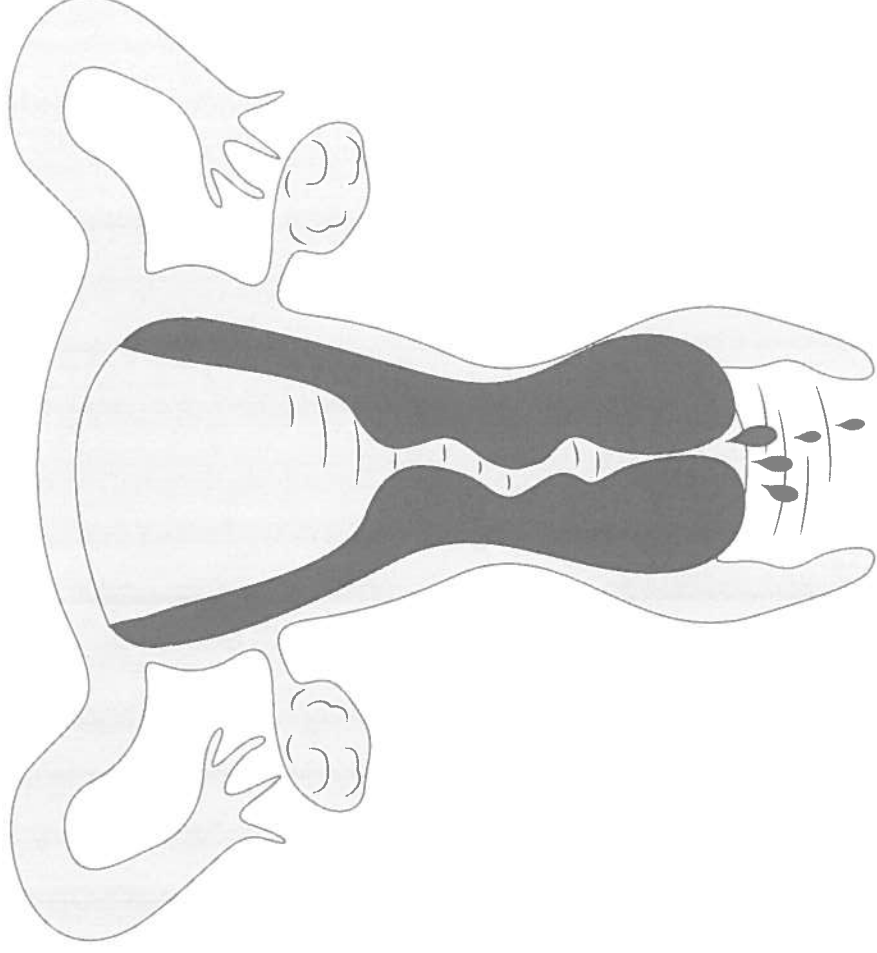


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If the egg and sperm do not unite, hormones signal the uterus to prepare to shed the lining causing someone to menstruate or have “a period”.



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



Great Expectations: Signs and Symptoms of Pregnancy

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

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

NSES ALIGNMENT:

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

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

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

TARGET GRADE: Grade 7
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

Divide the class into pairs. Tell them that they are going to be receiving a set of drawings that represent various signs that a person might be pregnant. Explain that they should match each drawing to the list of symptoms at the bottom. Let them know they will have 10 minutes in which to match the terms with the drawings. (5 minutes)

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

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

Say, "If a person chooses to carry the pregnancy for all nine months, they need to work to keep both themselves and the fetus healthy for

Great Expectations: Signs and Symptoms of Pregnancy

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

those nine months. A 'fetus' is what we call a baby as it grows inside a person's uterus. Working to keep the fetus and pregnant person healthy is part of what's called, 'prenatal' care. 'Pre' means 'before,' and 'natal' refers to 'birth.' So 'prenatal care' refers to all the things a pregnant person needs to do to keep themselves and the fetus healthy."

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

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

(10 minutes)

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

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

Pregnancy Symptoms Teacher's Guide

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

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

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

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

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

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

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

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

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

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

Pregnancy Symptoms

Teacher's Guide

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

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

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

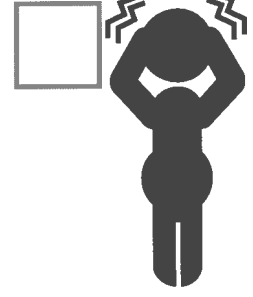
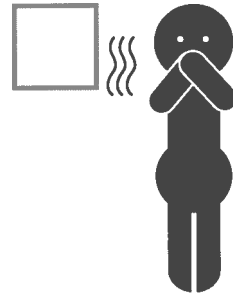
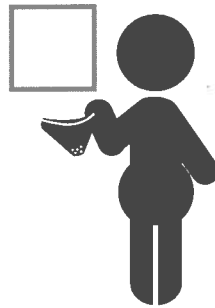
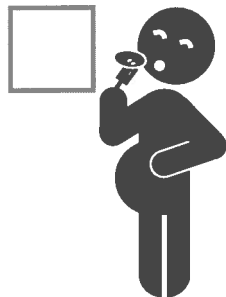
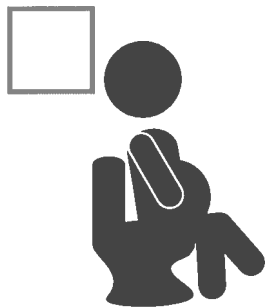
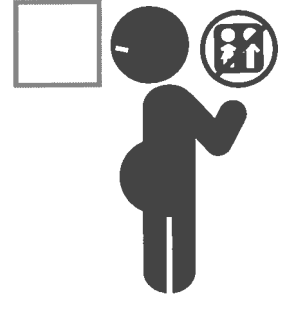
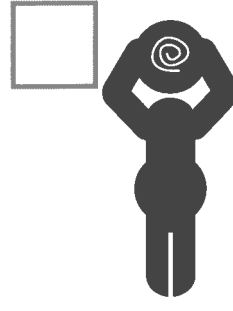
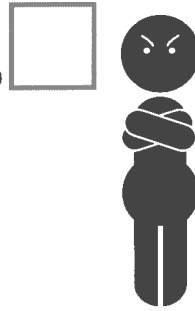
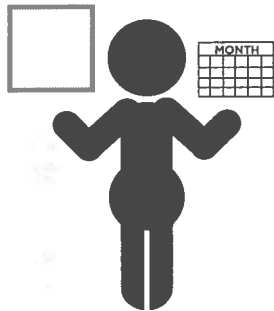
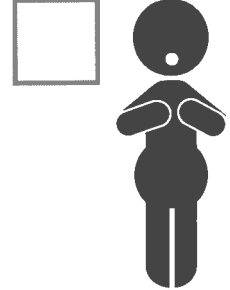
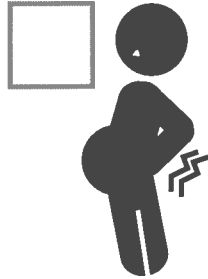
Dizziness – Many people do not feel dizzy, but slight dizziness is common, particularly at the very beginning.

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

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

Worksheet: Early Pregnancy Symptoms

Names: _____



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

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

Homework: What's It Like to Be Pregnant?

Name: _____

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

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

Interview Questions:

What made you think you might be pregnant? _____

How did you know for sure? _____

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

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

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

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

What was the best thing about being pregnant? _____

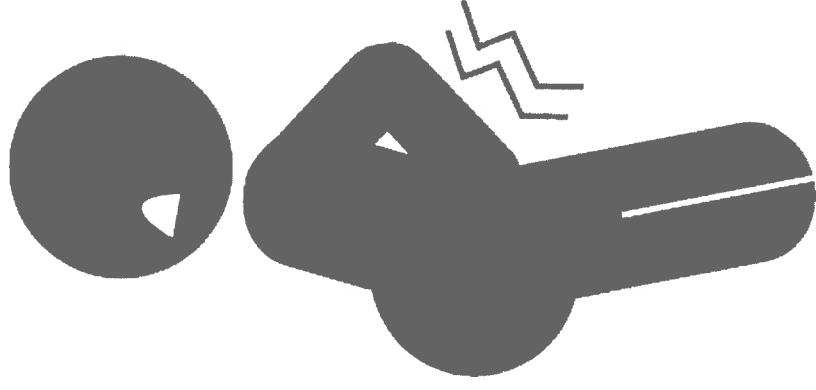
Signature of person interviewed: _____

Early Symptoms of Pregnancy

Early Symptoms of Pregnancy



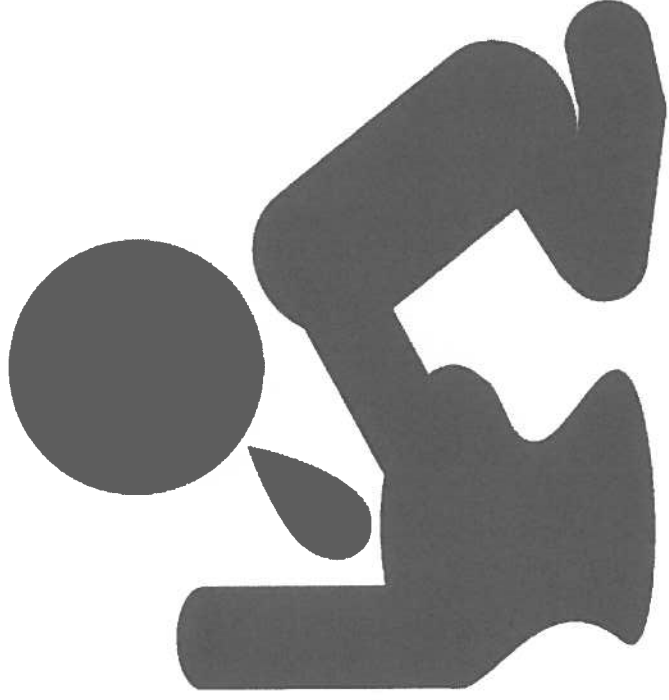
Feeling tired



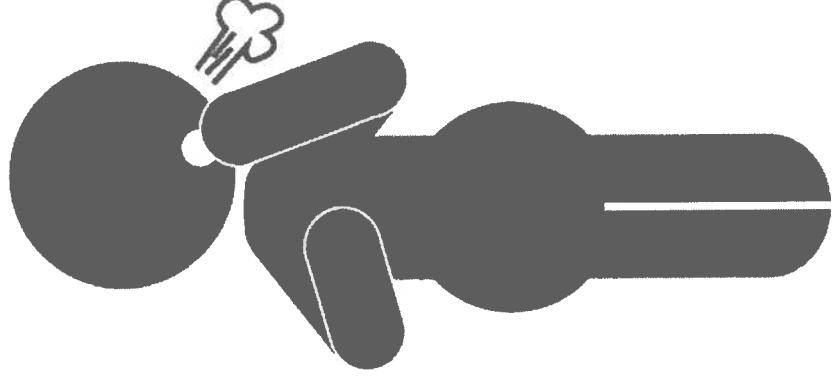
Back pain



Early Symptoms of Pregnancy

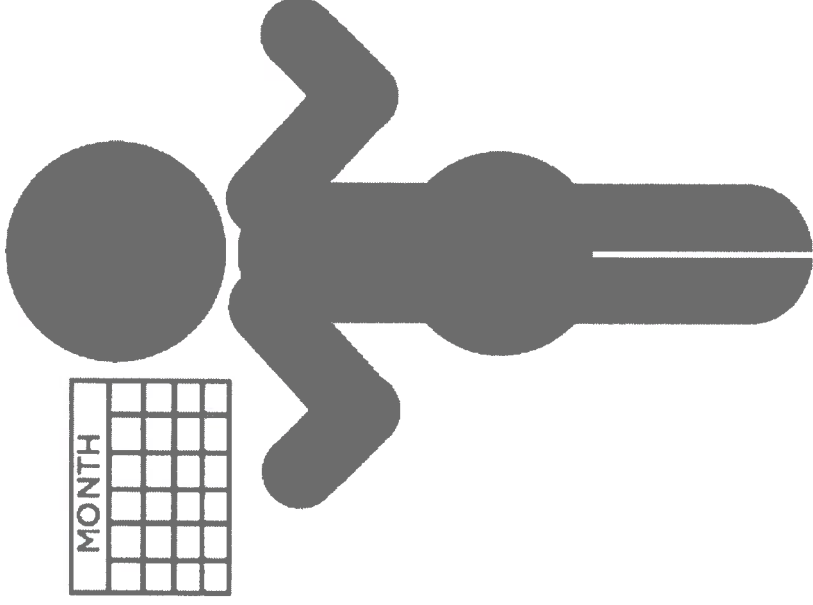
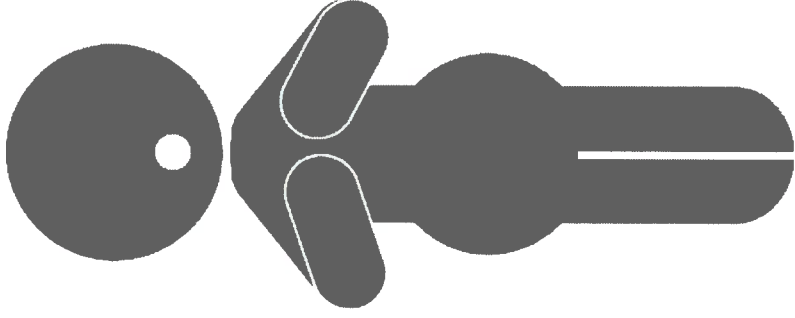


Throwing Up



Shortness of Breath

Early Symptoms of Pregnancy



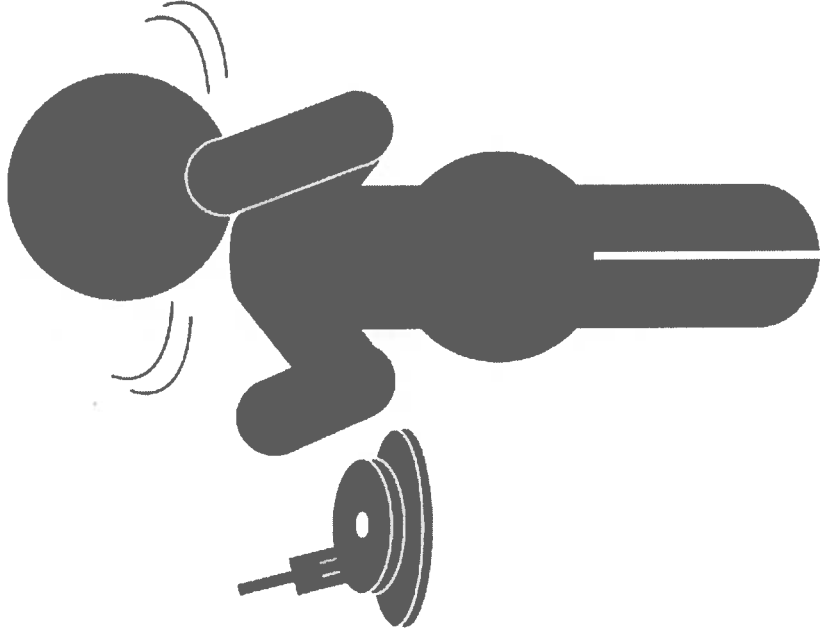
Swollen breasts



Missing a period



Early Symptoms of Pregnancy

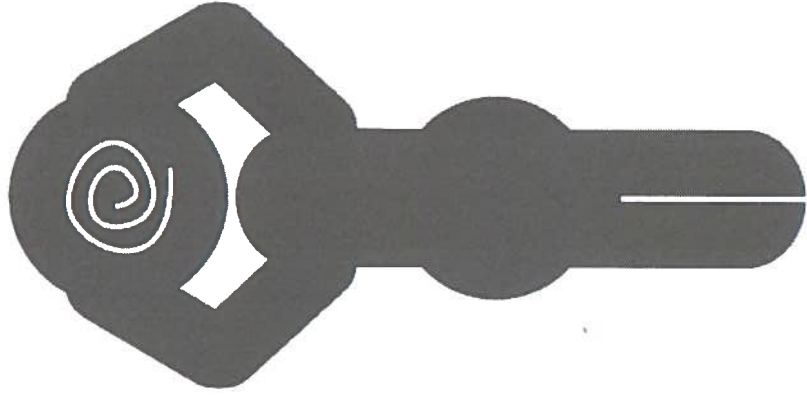


Food aversions

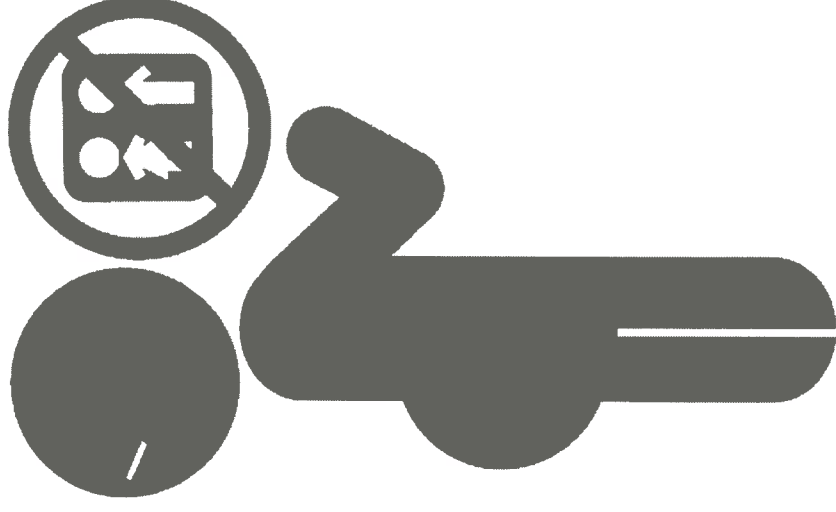


Mood swings

Early Symptoms of Pregnancy



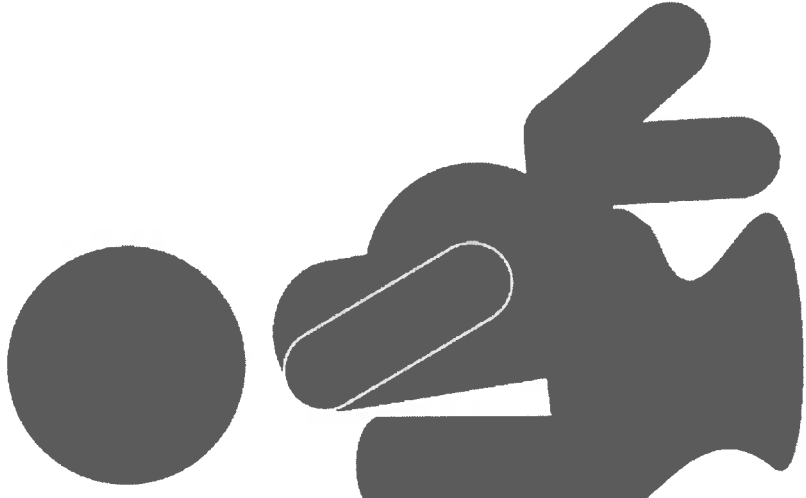
Dizziness



Constipation



Early Symptoms of Pregnancy

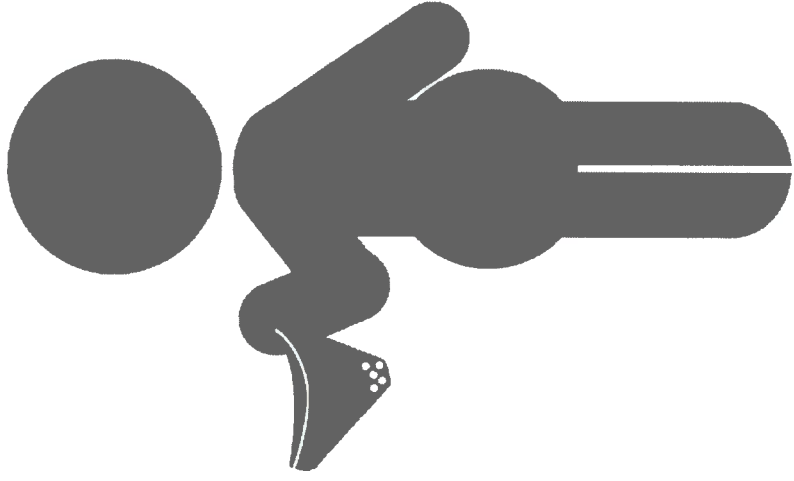


Urinating more often



Food cravings

Early Symptoms of Pregnancy



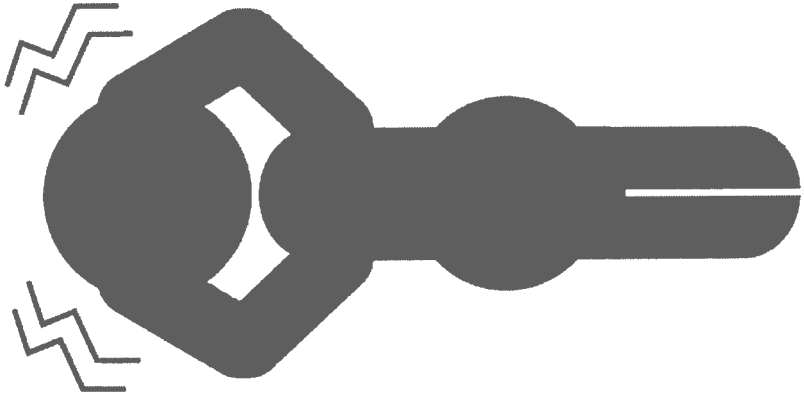
Spotting



Sensitive to smell



Early Symptoms of Pregnancy



Headaches

Protecting Your Health: Understanding and Preventing STDs

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

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

NSES ALIGNMENT:

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

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

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

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

TARGET GRADE: Grade 7
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- One copy of the 11 STD Clues
- One copy of “STD Clues Answer Key” 1-9
- One copy of STD Clue Worksheets 1-9, with a few extras so that each trio can have one
- One copy each of the STD High Risk, Low Risk and No Risk signs
- Behaviors for STD Risk cards – enough copies for each trio to have one full set
- Homework: “HIV and AIDS” – one per student
- Masking tape
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Post the 11 STD Clues Sheets around the room with enough space between them so that students will not get crowded around each.
- Copy and cut the Behaviors for STD Risk cards creating one set for each trio.
- Tear off pieces of masking tape for the high/low/no risk activity.

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

We're also going to be talking about HIV, which stands for the Human

Protecting Your Health: Understanding and Preventing STDs

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

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

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

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

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

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

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

STEP 5: Once ten minutes have passed, ask one of the groups to bring their answers up and tape them to the board beneath each of the signs you have posted using the prepared masking tape. Go through the responses using the Answer Key as a guide making corrections as necessary.

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

Protecting Your Health: Understanding and Preventing STDs

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Responsibility: A K-12 Curriculum*

This means that just as you can be exposed to them by someone who has one, you can take specific steps to lower or eliminate your chances of getting one.”

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

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

Clue Worksheet #1: _____

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #2: _____

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

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Clue Worksheet #3: _____

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

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Clue Worksheet #4: _____

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

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Clue Worksheet #5: _____

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

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GENITAL HERPES

Clue Worksheet #6: _____

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

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Clue Worksheet #7: _____

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

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Clue Worksheet #8: _____

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

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GENITAL HERPES

Clue Worksheet #9: _____

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

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Answer Key
Clue Worksheet #1: Chlamydia

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

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Answer Key
Clue Worksheet #2: Genital Herpes

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

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SYPHILIS

GENITAL HERPES

Answer Key
Clue Worksheet #3: Human Papillomavirus (HPV)

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

CHLAMYDIA

TRICHOMONIASIS

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SYPHILIS

GENITAL HERPES

Answer Key Clue Worksheet #4: Gonorrhea

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

CHLAMYDIA

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Answer Key
Clue Worksheet #5: Hepatitis B

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

CHLAMYDIA

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SYPHILIS

GENITAL HERPES

Answer Key
Clue Worksheet #6: HIV/AIDS

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

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HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key
Clue Worksheet #7: Scabies / Pubic Lice

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key
Clue Worksheet #8: Syphilis

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key
Clue Worksheet #9: Trichomoniasis

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

STD CLUE #1

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

You could be...

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



STD CLUE #2

Can you be **CURED** easily?

You could be...

CHLAMYDIA
GONORRHEA
SYPHILIS
SCABIES
PUBIC LICE
TRICHOMONIASIS

STD CLUE #3

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

You could be....

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

STD CLUE #4

Does a condom offer really good protection against you?

You could be....

CHLAMYDIA
GONORRHEA
HEPATITIS B
SYPHILIS
HIV
TRICHOMONIASIS

STD CLUE #5

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

CHLAMYDIA
HUMAN PAPILLOMAVIRUS (HPV)
GONORRHEA
GENITAL HERPES
TRICHOMONIASIS

STD CLUE #6

Can you be transmitted through ORAL SEX?

You could be...

CHLAMYDIA
GONORRHEA
SYPHILIS
HPV
GENITAL HERPES
HIV
HEPATITIS B
TRICHOMONIASIS
PUBIC LICE
SCABIES

STD CLUE #7

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

You could be...

GENITAL HERPES

HPV

SYPHILIS

TRICHOMONIASIS

PUBIC LICE

SCABIES

STD CLUE #8

Do you cause a sore or outbreak of sores
within two weeks of having it?

You could be...

GENITAL HERPES
SYPHILIS

STD CLUE #9

Are you CAUSED BY A PARASITE or “bug?”

You could be...

TRICHOMONIASIS

SCABIES

PUBIC LICE



STD CLUE #10

Do you have a VACCINE?

You could be...

HPV
HEPATITIS B

STD CLUE #11

Can you be detected by a **BLOOD TEST**?

You could be...

HERPES
HEPATITIS B
HIV/AIDS
SYPHILIS



**HOW HIGH IS THE RISK FOR STDS?
ANSWER KEY**

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

HIGH RISK FOR STDS

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

LOW RISK FOR STDS

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

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

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

NO RISK FOR STDS

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

Homework: HIV and AIDS

Name: _____ Date: _____

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

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

**LOWER RISK
for STDs**

(CUT HERE)

**HIGH RISK
for STDs**

**NO RISK
for STDs**

(CUT HERE)

**Unprotected
vaginal sex**

Deep
("tongue")
kissing

(CUT HERE)

Bathing
together

Unprotected
anal sex

(CUT HERE)

Vaginal sex using
an external or
internal condom
correctly

Kissing on
the lips

(CUT HERE)

Unprotected
oral sex

**Mutual
masturbation**

(CUT HERE)

**Anal sex using
a condom
correctly**

**Solo
masturbation**

(CUT HERE)

**Oral sex using
a latex barrier
or condom
correctly**

holding hands

(CUT HERE)

Abstaining
from sexual
activity

I Am Who I Am

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

NSES ALIGNMENT:

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

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

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

TARGET GRADE: Grade 7
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

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

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

I Am Who I Am

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

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

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

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

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

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

Myth vs. Fact: Gender Identity and Sexual Orientation

Quiz

Name: _____

Date: _____

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

1. People can choose their sexual orientation.

MYTH

FACT

2. People can choose their gender identity.

MYTH

FACT

3. People can choose their gender expression.

MYTH

FACT

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

MYTH

FACT

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

MYTH

FACT

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

MYTH

FACT

Myth vs. Fact: Gender Identity and Sexual Orientation

Answer Key

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

1. People can choose their sexual orientation.

MYTH

FACT

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

2. People can choose their gender identity.

MYTH

FACT

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

3. People can choose their gender expression.

MYTH

FACT

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

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

MYTH

FACT

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

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

MYTH

FACT

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

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

MYTH

FACT

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

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

HOMEWORK:
Fix This! Creating Respectful Classrooms for LGBTQ Students

Name: _____

Date: _____

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

1. What happened in this video clip?

2. What things happened to make this an unsafe classroom environment?

3. Why do you think the teacher and other students didn't say anything to stop the disrespectful interactions?

4. What should they have done?

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

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

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

NSES ALIGNMENT:

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

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

TARGET GRADE: Grade 7
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

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

Once you have gone through slide 12, ask the students to look at what's listed on the board. Ask, "How did you know whether to name a

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

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

particular thing as a 'girl' thing or a 'boy' thing?" You will likely hear things like, "that's just the way things are," or "I know what I like and chose that way." (10 minutes)

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

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

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

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

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

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

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

(10 minutes)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

Homework: Martin and Tia

Name: _____ Date: _____

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

VERSION ONE:

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

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

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

VERSION TWO:

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

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

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

QUESTIONS:

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

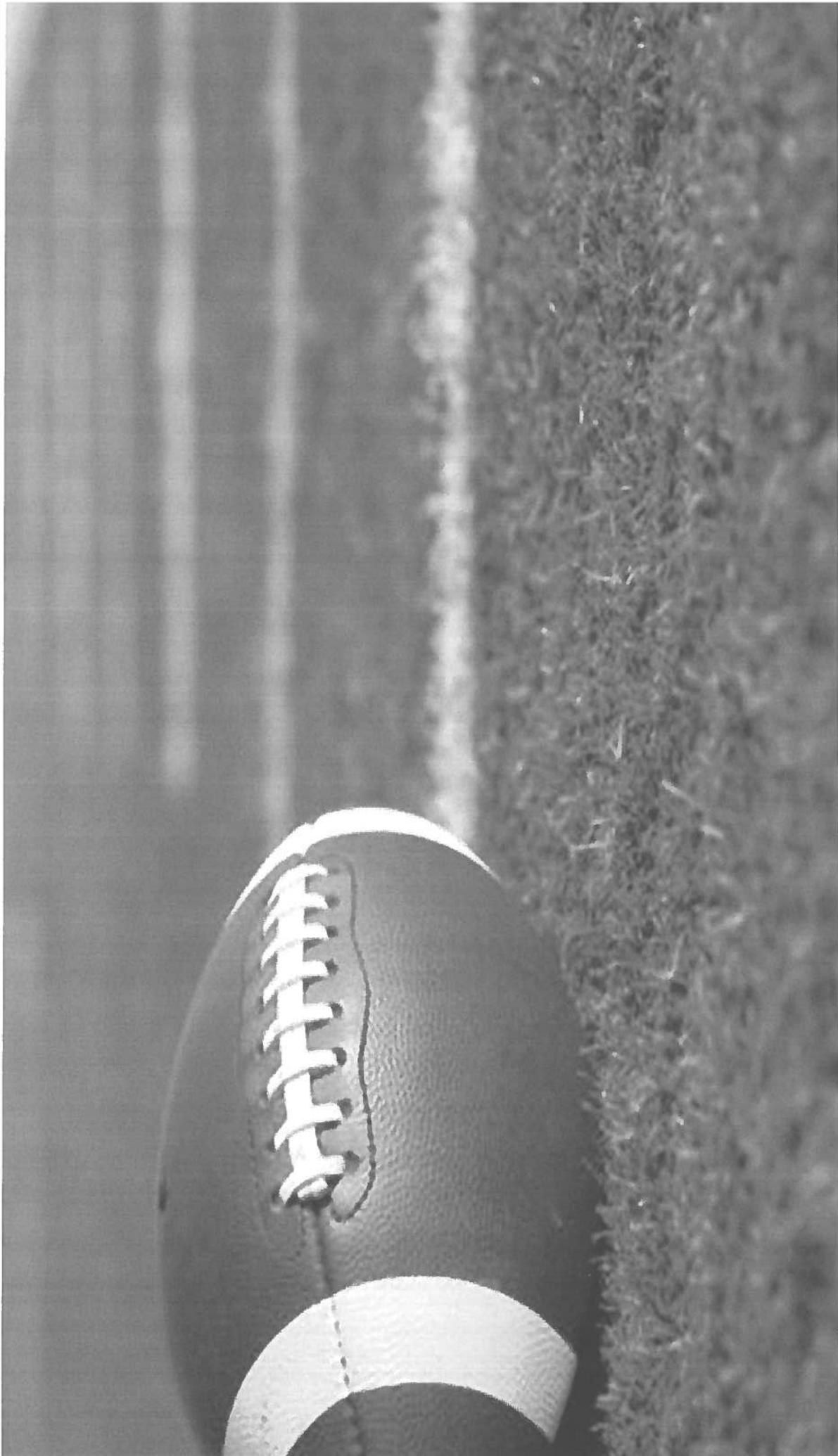
2. Could version two ever happen in a relationship between a guy and a girl? Why or why not?

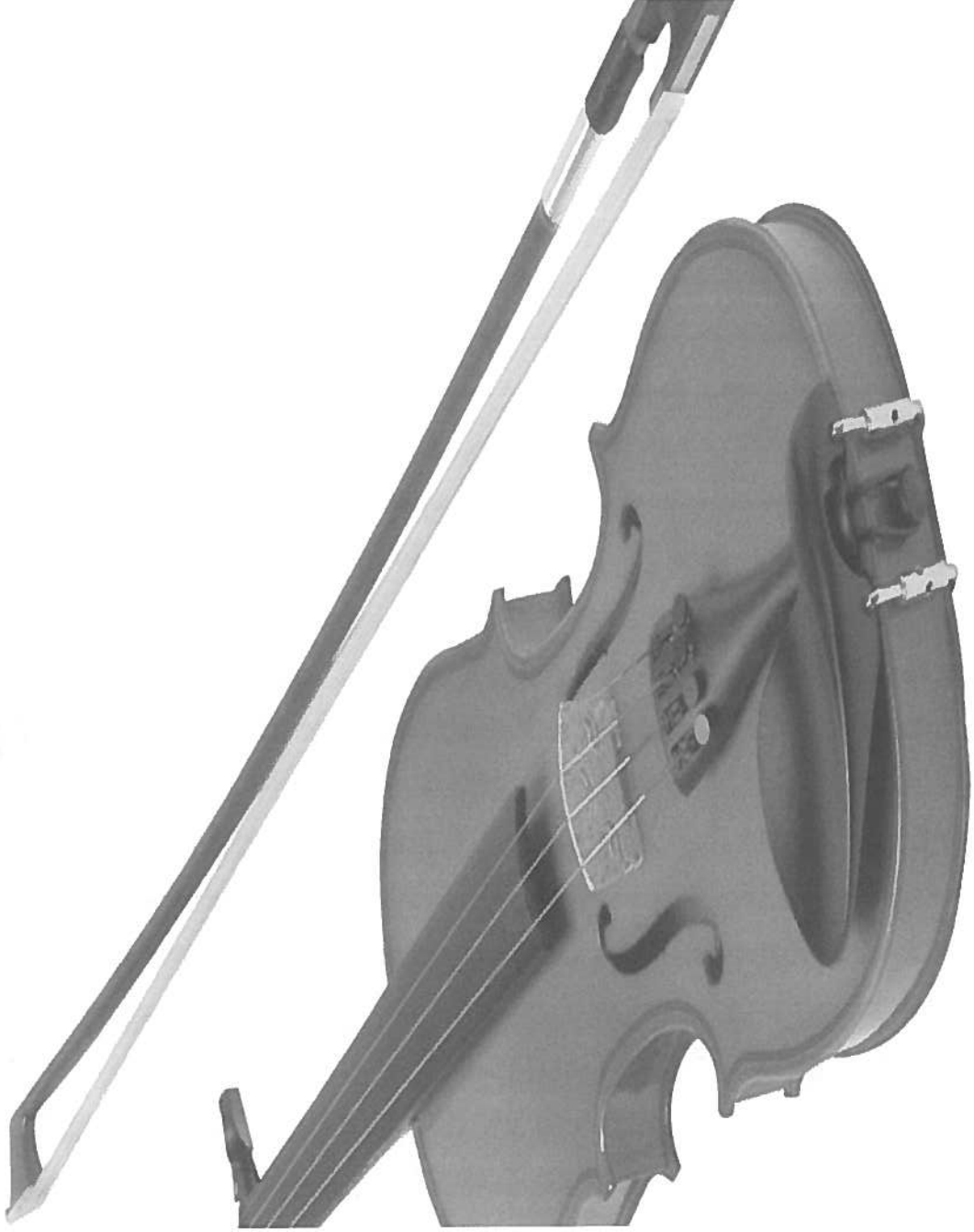
3. If you were to create your own version of this story, how would you combine the two?
What would you change or keep?

Boys or Girls?

7th Grade Lesson – Blue is for Boys, Pink is
for Girls from Rights, Respect, Responsibility:
A K-12 Sexuality Education Curriculum

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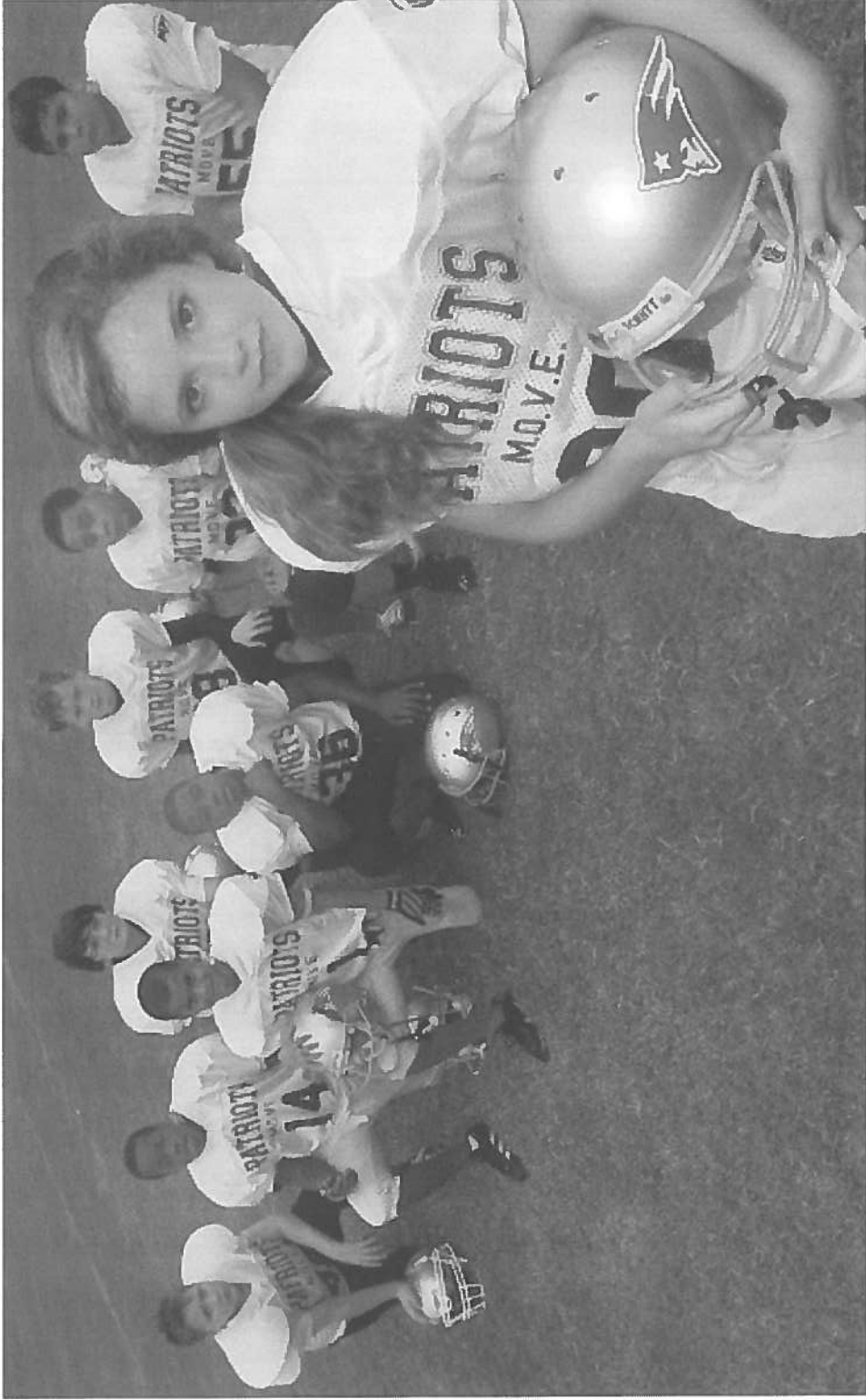




WHAT IF...?

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Making SMART Choices

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

NSES ALIGNMENT:

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

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

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

TARGET GRADE: Grade 7
Lesson 8

TIME: 50 Minutes

MATERIALS NEEDED:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

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

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

- Leave the cafeteria
- Run and get an adult
- Stand between the two students and tell them both to calm down

Making SMART Choices

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

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

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

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

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

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

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

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

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

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

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

Making SMART Choices

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

Instruct the students to walk through the Making SMART Choices Model as if they were the character in the scenario, and make the decision based on this process. Tell them they will have about 10 minutes in which to do this work. Walk around the room while they are working to see whether there are any questions and to provide guidance. (13 minutes)

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

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

The MAKING SMART CHOICES Model

Student Handout

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

S – SLOW DOWN

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

M – MAKE A LIST OF YOUR OPTIONS

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

A – ANALYZE YOUR CHOICES

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

R – REACH A DECISION

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

T – THINK AND EVALUATE

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

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

The MAKING SMART CHOICES Model

Teacher's Guide

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

S – SLOW DOWN

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

M – MAKE A LIST OF YOUR OPTIONS

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

A – ANALYZE YOUR CHOICES

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

R – REACH A DECISION

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

T – THINK AND EVALUATE

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

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

Making SMART Choices Scenario #1

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

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

Making SMART Choices Scenario #2

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

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

Making SMART Choices Scenario #3

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

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

STUDENT QUESTIONNAIRE

“Everything’s Different; Nothing’s Changed”

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

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

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

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

- 1.
- 2.
- 3.

PARENT/CAREGIVER QUESTIONNAIRE

“Everything’s Different; Nothing’s Changed”

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

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

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

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

1.

2.

3.

HOMEWORK

Name: _____ Date: _____

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

Me:

My parent/caregiver:

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

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

Let's Talk About Sex

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

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

NSES ALIGNMENT:

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

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

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

TARGET GRADE: Grade 7
Lesson 9

TIME: 50 Minutes

MATERIALS NEEDED:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

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

Say, "While these are certainly all reasons why people are often unable to communicate in a relationship, no relationship can last

Let's Talk about Sex

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

without communication. When it comes to communicating about sexual behaviors or relationships, there's also more at stake – because you're talking about avoiding STDs and/or pregnancy." (5 minutes)

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

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

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

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

Possible responses might include:

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

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

Possible responses might include:

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

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

Possible responses might include:

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

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

Possible responses might include:

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

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

Let's Talk about Sex

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

Possible responses might include:

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

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

Possible responses might include:

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

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

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

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

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

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

After two minutes, have everyone stop writing. Ask each group to pass their sheet clockwise to the group next to them. Say, "Now that you've been Partner B, you're going to become Partner A. Read through the original type-written line, and what the group before you came up with as an assertive response. Then, as a group, come up with a new line for Partner A."

Let's Talk about Sex

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

Keep in mind that Partner A may really want to have sex or is strongly considering it. Once you've come up with what you feel is an effective line, write it down. You only have two more minutes for this. Please do NOT go beyond Partner A."

After a few minutes, stop the students and again ask them to pass their sheet clockwise to the group next to them. There, they will become Partner B again and have to come up with a response to Partner A that again assertively refuses the behavior. Continue the activity until all the sheets have been filled. Allow a little more time for each round so that students can read through the previous lines before writing their responses. Remind the students as necessary that their responses should be assertive, rather than passive or aggressive. Once the sheets have been filled, have them pass their sheets one more time. Then give the groups one minute to read their completed sheets within their small groups. (18 minutes)

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

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

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

Note to the Teacher: In most cases, the two people students will select will be a boy and a girl – with the boy being Partner A. If this happens, point it out to the students:

- "What did you notice about the pairs that came up to the front of the room?"

Ask the students whether anyone else assumed the partners were each a particular gender and why. Ask if they think it is realistic for a girl to put pressure on someone to have sex or for a boy to want to refuse it. Ask what they think these scenarios would look like in a same-sex relationship – what would they have expected had Partners A and B been two guys or two girls?

Note to the Teacher: It is likely that two students of the same sex will come to the front of the room from time to time. If there are two boys, for example, one of them may act the way he perceives a girl would act so that there is a male and a female partner, even though the worksheets do not indicate any genders. This may produce some laughter from the class. If this were to happen, it would be important to point out the laughter and ask the class, "Did the acting portray an accurate picture of how a girl talks or acts?" Ask the class what they think the actors are trying to convey. In most cases, they will admit that they were trying to show a gay couple. If that is the case, ask, "What can happen when we stereotype people

Let's Talk about Sex

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in this way?" and process responses. Don't be punitive! This can be a great opportunity for discussion if you show them you are open to exploring this, rather than acting as if someone is in trouble. (This scenario may also happen with two girls, one acting stereotypically like a boy, but this is less likely to cause a stir). (15 minutes)

STEP 5: Summarize the lesson by making the following points:

- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate, and accept the other person's needs.
- Compromise is a part of every relationship. This means that you give in sometimes, and the other person gives in at other times. But if one person is giving in more often than the other, it is an unequal, unhealthy relationship.
- It is important to stick to what you believe in and the decisions you make, even if they're different from what people around you are saying.
- No one should do anything sexual in a relationship that they do not feel 100% ready to do.

Explain that a lot of times people are communicating more by text than in person, so the homework assignment will be to look at some examples of people texting each other and see how effective they think they are. Distribute the homework sheets and ask them to complete them and bring them to the next class. (4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Going through the types of communication will achieve the first learning objective. The "Assertive Communication" worksheets are designed to achieve the second objective.

HOMEWORK:

Students should complete the "Talking By Text: What Do You Mean?" worksheet to apply the skills learned in class about assertive communication to communicating via text.

Assertive Communication Worksheet #1

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "I saw Sam and Kayla earlier. They said they've decided to have sex after all. I know you and I said we'd wait, but if they're going to do it, wouldn't it be okay for us to?"

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

Assertive Communication Worksheet #2

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "Why don't we just have oral sex? You can't get STDs from it."

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

Assertive Communication Worksheet #3

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "It's our first time having sex, we don't need to use condoms or birth control."

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

Assertive Communication Worksheet #4

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "If you're not willing to do it with me, then I'll just go find someone else who will."

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

Assertive Communication Worksheet #5

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "I don't want to use condoms when we have sex. It's like you're saying I'm dirty or something!"

Partner B:

Partner A:

Partner B:

Partner A:

Partner B:

HOMEWORK: Talking By Text: What Do You Mean?

Name: _____ Date: _____

Instructions: The following are examples of texts between two people. In the space provided, explain what you think Person Two means by their responses. What could they have texted that would have been clearer?

1. Person One: "Liked hanging w you last night"

Person Two: "Thx"

2. Person One: "Hey, I was just thinking about you!"

Person Two: "K"

3. Person One: "Are you mad at me?"

Person Two: "???"

4. Person One: "Wanna hang out later?"

Person Two: 

Being the Change You Want to See in the World

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

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

NSES ALIGNMENT:

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

PS.8.SM.1 – Describe ways to treat others with dignity and respect.

PS.8.ADV.1 – Advocate for safe environments that encourage dignified and respectful treatment of everyone.

TARGET GRADE: Grade 7
Lesson 10

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Two signs, one that reads "Yes" and one that reads "No" (**Note to the Teacher:** If you remain in the classroom and your white board is wide enough, you can also simply write "Yes" and "No" on each end of the board instead of using signs)
- Index cards - one per student
- Masking tape
- Extra pencils in case students do not have their own
- Homework: "Advocating for Change" – one per student

ADVANCE PREPARATION:

- You will need to have space in your classroom for the students to move around. If you do not have that space, see if you can arrange to be in an unoccupied classroom or the gymnasium or other larger space as available.
- Before the "Where Do You Stand?" activity, be sure to post the "Yes" and "No" signs on the wall with sufficient space between the two for students to be able to move around and a small group to be able to stand beneath each.

LEARNING OBJECTIVES:

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

1. Describe their own experiences of being disrespected and the impact these experiences had on them. [Knowledge, Affect]
2. List at least two examples of ways in which people are treated respectfully or disrespectfully because of their gender and/or sexual orientation. [Knowledge]
3. Describe at least one situation in which a young person was discriminated against because of their gender or sexual orientation, and the steps they took to advocate for change that would end that discrimination. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Tell the students that you are going to be talking about respect in class today – particularly as it pertains to respecting people whose gender or sexual orientation may be different from yours. Remind the students about the differences between gender and sexual orientation. Refer students to the ground rules or classroom contract, especially around respecting each others' opinions, since you are going to be doing an activity in which they will be sharing theirs.

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

Ask the class to stand up. (If you need to leave the classroom, ask them to follow you into the open space you'll be in for the next activity.) Show them the signs "Yes" and "No." Tell them that you are going to be reading a number of statements, and if each applies to them they should go stand under the "Yes" sign. But if any do not, they should stand under the "No" sign. Give them an unrelated example to practice: "I have a dog," and ask them to stand under the appropriate sign.

Say, "I am going to read some statements that are going to ask you to share whether you've heard or experienced certain things – or even used language – that you may have known was wrong, but did it anyway. You may feel tempted to not be honest because of that. I'm going to ask you to be as honest as you feel you can be."

Read each of the following statements, reminding them to stand under "yes" if it applies to them and "no" if it does not. Once the students have moved, ask one or two students under each sign to give an example.

Note to the Teacher: It is helpful to read each statement more than once to allow students to let what you have said sink in so they can think before responding.

1. I often hear phrases like "that's so gay," or the word "gay" used in a negative way at school.
2. I often hear terms like "faggot" and "dyke" used by my friends.
3. When people say "that's so gay" or "no homo," I don't think they mean it as an insult against actual gay or lesbian people.
4. I have heard people use the word "girl" (e.g. you run like a girl) as an insult.
5. I have personally had expressions like "that's so gay" or "dyke" said to or at me or to my close friends.
6. I have heard students say negative things about transgender people.
7. Expressions like "that's so gay" and "dyke" are never okay to use.
8. It would be impossible to get kids at my school to reduce or stop using terms like "that's so gay" and "no homo."

Once you've gone through all the statements, ask the students to take their seats or return to your classroom if you have left the room. Process the activity by asking the following questions:

- What was it like to do that?
- What did you notice about people's responses?

Being the Change You Want to See in the World

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- Did anything surprise you about where people stood?
- Did any of the statements make anyone feel uncomfortable? Why? (22 minutes)

STEP 2: Distribute one index card to each student. Ask them to think about a time when they felt like they were not treated respectfully. Have any of them been treated poorly because of their race or ethnicity? Their religion? Their gender? The amount of money their family has as compared to what others have? Ask them to think about what was said or done, how it made them feel and what, if anything, they did about it.

Ask, "What is a word you would use to describe how you felt when you were disrespected?" Ask them to write that one word down on their index card. As they are writing, write "When I am disrespected, I feel..." on the board. As they complete the index cards, gather them up, shuffle them, and redistribute them to the class. Go around the room and ask each student to complete the phrase on the board with whatever word is written on their card. As students provide words, write them up on the board. If they don't share them, or if only one or two students speak, feel free to add a few, saying, "I have heard people who have felt disrespected say they feel:"

- Sad
- Inferior
- Invisible
- Worthless
- Stupid
- Powerless
- Angry
- Resentful

Reflect with them on what they heard, on what was repeated or left out. (5 minutes)

STEP 3: Say, "No matter what your experience, clearly, being disrespected is not a good thing. The good news, though, is that if there are ways we can make people feel disrespected, then there are ways to treat people that don't hurt, and that do show respect. We're going to take some time now to figure out what those are."

Ask the students to brainstorm together what they think the school does well around students feeling safe and respected when it comes to gender and sexual orientation. What examples do they see in classrooms, offices, hallways, etc.? Responses may include the following:

- Classroom, cafeteria or office posters talking about respect
- The way the teachers respond when they or a student is being disrespected
- The consequences for not treating people with respect (e.g., detention)

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- Hearing students stick up for other people
- Assemblies or guest speakers who have come in to talk about respect for others

As students respond, write their ideas on the board. If they don't come up with any of these, ask the students how they feel about each. For example, "Has anyone ever seen a poster that says something about respect? Where?"

Once the list is up (it is okay if there is only one thing listed), say, "All schools can do better around respect. We talked earlier about what it feels like for LGBTQ students to hear such strong language of disrespect. What are some things you would want to see change here that would make students of all genders and sexual orientations feel safe and respected?"

Record responses on the board, then ask students to get into groups of 3. Ask them to write their names on the top of a sheet of paper. Then ask them to write down one of the ideas generated on the board that they'd like to see change or improve around students being treated/treating others with respect. Ask them to talk in a group about specific action steps that could be taken to make that change. Be sure they write down who would be involved. For example, would the principal have to make a new school rule around language? Would the student council need to do something? As they work, go around the room and check in to make sure they understand the assignment and are on the right track.

After about 8 minutes, have groups read what they would like to change and an idea they have for making that change. Ask whether other groups identified that same idea, and have them go next with ideas for making that change that the previous group(s) may not have mentioned. (18 minutes)

STEP 4: Say, "It's not always easy to make change, but it is possible. You all just came up with some simple steps that can be taken at school to make this the best school environment possible. In the seventh grade, you may not always be able to change how the school works – but we can take your ideas and pass them along to the principal, which I plan to do. In the meantime, you do have the power to look at the language you use, how you behave with others, and how others act. Whether you intervene in those situations is up to you to decide." (2 minutes)

STEP 5: Introduce the homework assignment. Explain that they will be given the choice of several brief videos to watch about students who were not treated with respect for issues relating to their gender or sexual orientation. Ask them to watch one of the videos and write brief responses to the questions provided. Distribute the homework response sheets with the links to the videos and probing questions. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The placement of students and explanations for why they stood where they did during the forced choice activity will enable teachers to determine whether the second learning objective was achieved. The discussion that follows and brainstorm of the feelings that being disrespected engenders will enable teachers to determine whether the first and second learning objectives are met. The homework assignment is designed to meet the third learning objective.

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HOMEWORK:

“Advocating for Change” – a worksheet that provides three options of videos depicting young people working to make change in their schools or communities on an issue relating to gender or sexual orientation. Students need to watch one of the three video clips provided and respond to the questions that follow that link.

Note: The Where Do I Stand? Activity was adapted from the GLSEN Guide to Think B4 You Speak.

Homework: Advocating for Change

Name: _____ Date: _____

Instructions: Please choose ONE of the following video clips, which shows a young person speaking out about treating people with respect at school. Based on what you see in the video clip, please answer the questions that follow.

OPTION ONE:

16-year-old Malala Yousafzai, who was shot by the Taliban in her home country of Pakistan, addresses the United Nations.

<http://www.biography.com/people/malala-yousafzai-21362253#after-the-attack>

Questions:

Malala was shot by the Taliban because she had very strong beliefs. What were those beliefs?

What does she feel is key to promoting equal rights for girls and women around the world?

Why does she continue to fight for girls and women, when she knows it is dangerous for her to do so?

OPTION TWO:

14-year-old Hannah Faughnan sues her school district because they do not want a gay-straight alliance at her middle school.

http://www.huffingtonpost.com/2015/03/05/gay-straight-alliance-school-hannah-faughnan-carver-high-school_n_6806096.html

Questions:

Why is the school board resisting the creation of the gay-straight alliance?

What did Hannah decide to do about it?

Is she working alone, or with others to try to make this happen? Why do you think she is doing it that way?

OPTION THREE:

15-year-old Gavin Grimm is transgender – assigned a girl at birth, but identifies as male. He has been fighting to be able to use the boys' restroom at school.

<http://wtkr.com/2015/07/27/judge-dismisses-part-of-transgender-teens-lawsuit-has-not-ruled-yet-on-motion-for-injunction/>

Questions:

Why do you think Gavin feels so strongly about being able to use the boys' restroom?

What steps has he taken to make a change at his school?

What do you think should happen? Based on your thoughts, what should Gavin do in response? The school?

Being Smart, Staying Safe Online

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

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

NSES ALIGNMENT:

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

HR.8.GS.1 - Develop a plan to stay safe when using social media.

HR.8.SM.2 - Describe strategies to use social media safely, legally and respectfully.

TARGET GRADE: Grade 7
Lesson 11

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with internet access
- LCD projector and screen
- Take Three Student Handout – one per student
- Take Three Handout – Teacher Version
- Internet Traffic Light Student Handout – one per student
- Internet Traffic Light Handout – Teacher Version
- Safe Online Talk Teacher Backgrounder
- Half-size sheets of paper, three for every student
- Green, yellow, and red markers or colored pencils, one set for each group of four to five students
- Whiteboard and markers
- Speakers to project sound from videos

ADVANCE PREPARATION FOR LESSON:

- Download the Safety Video Vignettes: Safe Online Talk (<https://www.common sense media.org/educators/lesson/safe-online-talk-6-8>), preview the video, and be prepared to play it for the class
- Reach out to the school's IT person to make sure the above website is unblocked for use in class
- Review the "Take Three Handout – Teacher Version"
- Review the "Internet Traffic Light Handout – Teacher Version"
- Read the "Safe Online Talk – Teacher Backgrounder"

LEARNING OBJECTIVES:

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

1. Describe positive aspects of online talking and messaging. [Knowledge]
2. Identify examples of flirting and chatting that can be inappropriate or risky. [Knowledge]
3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Ask students to raise their hand if they have ever heard the saying, "Don't talk to strangers." Ask, "How might this 'rule' change when we communicate online?" Probe for the fact that while the Internet allows people to keep in touch or hang out with friends they already know offline, it also allows people who don't know each other to interact, debate, share, and collaborate. Explain that the Internet gives students a wide range of opportunities to connect with or learn

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from people who may not be in their circle of close friends—whether through games, social network sites, blogs, instant messaging, forums, and so on. And while this can be great, connecting with people online occasionally can carry risks. Therefore, it is important to know how to deal with inappropriate situations if they arise. (3 minutes)

STEP 2: Distribute the Take Three Student Handout, and explain to students that they are going to watch a video of three teens sharing their experiences about connecting with people online. Ask students to pay attention to the positives and the negatives that each of the three teens mentions in the film. Play the video, “Perspectives on Chatting Safely Online” (<https://www.common sense media.org/educators/lesson/safe-online-talk-6-8>). Once the video is over, ask the students to complete the Take Three Student Handout with a partner. Tell them they will have about 5 minutes in which to complete their sheets. As they are working, draw a table on the white board that looks like this, leaving enough space between the three young people’s names:

	Positives	Negatives
Randy (Social Networking)		
Aseal (Gaming)		
Renee (Texting/Video chatting)		

(10 minutes)

STEP 3: After about five minutes, ask students to share the positives and negatives that Randy, Aseal and Renee talk about in the video. Fill in the information on the board as it is contributed by the students.

Ask, “What advice did they share in the video that connected for you?” After a few responses, ask, “Would you add any advice of your own?”

Remind them of Renee talking about getting a “gut feeling” when she felt something was wrong online. Ask, “Have you ever had that kind of gut feeling, whether online or in real life? What does that feel like?” After a few students have responded say, “That gut feeling is there for a reason – it’s kind of like an internal warning system. If something doesn’t feel quite right, chances are it isn’t. So it’s important to pay attention and at least get out of the situation that’s making us feel that way to have the chance to think about what was making us feel that way and why.” (12 minutes)

STEP 4: Point out that Randy and Aseal used the word “harass” in the video to describe awkward or annoying interactions with strangers online. For example, Aseal says he was harassed when during a game someone he didn’t know said some mean things about him. Explain that online flirting can sometimes be a less obvious form of harassment.

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Ask, "How would you handle someone walking up to you on the street and making crude or sexual comments? (Students should respond that they would walk away, and call for help if they felt threatened.) Ask "How would you handle someone trying to flirt with you on the street?" (Students may respond that it depends on whether they know the person or not. They may also say it depends on whether the person is someone their own age or much older.)

Explain to students that the same kinds of situations can happen when they are online. Say, "Sometimes it's obvious that what a person is saying online is wrong and even harmful. Other times people may flirt online, and so warning signs are not always so obvious." Discuss with students how flirting is normal among middle school students. When flirting is done face to face, it might feel comfortable. However, it quickly can become uncomfortable online, even when it's with other people that they may know. This is because people sometimes say things online to one another that they might not say if they were face to face.

Explain to students that when they are talking online with people they don't know in person, flirting and other sexual talk is risky behavior. There are times when flirting can lead to an ongoing relationship with a stranger that seems deep and personal. But this is tricky, because some people online don't actually have teens' best interests in mind. If the person they're communicating with online says anything inappropriate or sexual, and especially if that person is older than they are, students should stop talking right away and then tell a friend or trusted adult about it. (7 minutes)

STEP 5: Distribute the "Internet Traffic Light Student Handout." Review the Internet Safety Tips on the handout with them aloud. Tell students to keep these rules in mind during the activity you are about to do.

Arrange students in groups of four or five. Distribute three sheets of paper for each student and one set of green, yellow, and red markers or pencils for each group. Follow the instructions on the "Internet Traffic Light Student Handout – Teacher Version" to guide students through the group activity and class discussion.

Process by using the following questions:

- What are some of the positive things and what are some of the negative things about connecting with people online? (Probe for: The Internet gives you the opportunity to connect with people your age that aren't in your close friend group; with the Internet, you can work together with people in an online game or virtual world; dealing with online harassment can be a pitfall when connecting with strangers online.)
- In what online situations should you get a "gut feeling" that tells you that you may be at risk? (Probe for: When people you know only online flirt with you or talk about sex; when someone you don't know wants you to send them a picture, to meet you alone, or asks you to keep your conversation a secret.)
- What are some rules for staying safe when talking and messaging online? (Don't reply to any questions that make you uncomfortable; tell a friend or trusted adult when someone bothers you online; avoid flirting or using sexual language online, especially with people you and your friends do not know in person; never plan a face-to-face meeting with someone you met online without taking along a parent or guardian.)
(15 minutes)

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STEP 6: Explain the homework assignment, where they will take the most important points they learned from today's class relating to being safe online that they think other students at school need to know and create a poster representing them. Tell them they can work with another student if they wish, or on their own. Determine how long you want to give them and provide a due date for that. Speak with your school about posting the homework assignments in the hallway, or keeping them in your classroom but having students from other classes visit to see what your class did. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The processing of the video clips and the homework assignment will demonstrate to the teacher whether the first and second learning objectives have been achieved. The stop light activity will fulfill the third learning objective.

HOMEWORK:

Have students create "Stay Safe Online!" posters to teach other students about the pros and cons about online communication. Suggest they refer to their Internet Traffic Light Student Handout, and include one or more of the tips in their posters.

***Note:** This lesson originally appeared as "Safe Online Talk" in DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE by CommonSense Media, 2012, www.commonsense.org*



Name(s)

Class

Date

Directions

When connecting with people online, the Internet opens up many opportunities. However, online communication also has its pitfalls. Fill out the chart below to show the positive and negative online experiences that Randy, Aseal, and Renee describe in the video.

Name	Opportunities (potential positives)	Pitfalls (potential negatives)
<p>Randy <i>Social network sites (Facebook)</i></p>		
<p>Aseal <i>Gaming</i></p>		
<p>Renee <i>Texting and video chatting (Skype)</i></p>		

**Directions**

When connecting with people online, the Internet opens up many opportunities. However, online communication also has its pitfalls. Fill out the chart below to show the positive and negative online experiences that Randy, Aseal, and Renee describe in the video.

Name	Opportunities (potential positives)	Pitfalls (potential negatives)
<p>Randy <i>Social network sites (Facebook)</i></p>	<ul style="list-style-type: none"> • Developing closer connections with classmates • Establishing connections to people you wouldn't have connected to otherwise 	<ul style="list-style-type: none"> • Dealing with random or suspicious friend requests • Dealing with obnoxious and persistent contact (for example, handling repeated friend requests from strangers) • Not knowing who people online really are, or how they might react during communication
<p>Aseal <i>Gaming</i></p>	<ul style="list-style-type: none"> • Hanging out with people you already know in an online setting • Interacting with new people from around the world • Developing a better understanding of other cultures from afar (Aseal says gaming helps him get "out of [his] social box" and "see" other places around the world. He talks to people from Qatar, England, and elsewhere) 	<ul style="list-style-type: none"> • Dealing with vulgar language and "trash talking" • Feeling harassed by people you don't really know
<p>Renee <i>Texting and video chatting (Skype)</i></p>	<ul style="list-style-type: none"> • Communicating more easily with friends when you aren't with them • Getting to know people better • Seeing what people's interests are 	<ul style="list-style-type: none"> • Receiving random friend requests • Connecting too easily with new people, without thinking twice • Engaging in conversations that may seem okay at first, but then become uncomfortable or awkward • Dealing with requests for private or personal information from people you don't know



Name(s)

Class

Date

Internet Safety Tips

If you develop a friendship with someone online, be sure to ask yourself the following questions:

- *Has this person asked me to keep any information secret?*
- *Has this person flirted with me, or asked me about anything sexual?*
- *Has this person asked me about anything private?*
- *Have I felt pressured by this person to do anything?*
- *Do I feel true to myself— sticking to my values — when I talk to this person?*

If someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself, end the conversation immediately. And never plan a face-to-face meeting with someone you met online without taking a parent or guardian along.

Directions

When people drive, they should know the rules of the road. Traffic lights tell them when it's safe to move forward, and when they need to stop.

1. Take three sheets of paper and draw a circle on each one. Color your circle “lights” green, yellow, and red.
2. With your group, read through each of the following stories. Use the Internet Traffic Light descriptions on the next page to help you decide whether it is a green, yellow, or red light situation. When you have made your choice, take one of your lights and place it face down in front of you.
3. Wait until all group members have made their choices, and then flip your papers over. Discuss the choices you made, and decide as a group which one is best.
4. After each story, write down the choice your group made and why.



Stop! Too dangerous to proceed.	The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
Slow down, be cautious – and be prepared to stop.	Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.
Coast is clear (but look both ways!)	You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to. You have not provided any private information.

Abby's Story

Abby is 14. Yesterday was her friend Ivan's bar mitzvah, and Abby chatted with some of his relatives at the party. Today, Abby logs on to the social networking site MyFace and sees a friend request from Ivan's uncle. She doesn't know him very well, but they did chat a little bit about school at the dessert buffet.

What light do you think Abby should choose in this situation? Explain your choice.

Vince's Story

Vince is 12 and loves playing EscapeGo – a fantasy combat MMORPG (massive multiplayer online role-playing game). When he first started playing, another avatar was nice to him and helped him learn the ways of the game. Since then they've been good friends online, completing quests together and protecting each other during combat. Once, one of their teammates asked them how old they were during a quest. "Enough small talk, dude. Nobody cares, just play the game," Vince's friend said in response.

What light do you think Vince should choose in this situation? Explain your choice.



Keyanna's Story

Keyanna is 13 and she often plays Whatville, a virtual world for middle school kids like herself. One day, another avatar throws a heart her way. Keyanna knows that throwing hearts is a common way to flirt on Whatville. She also knows he's not a newbie, because it takes someone with a lot of experience to design the kind of appearance that his avatar has.

What light do you think Keyanna should choose in this situation? Explain your choice.

Catherine's Story, Part 1

Catherine, who is 15, logs on to a chat room for teenagers. Her screen name is CathyKisses15. A guy called MikeyMike99 said hi to her a few days ago, and they've talked every day since. He's really easy to chat with, and she likes venting to him about things that annoy her at school and at home. She hasn't told him anything too personal yet. "U seem so mature. Ur 15 right? I'm 20," MikeyMike99 says.

What light do you think Catherine should choose in this situation? Explain your choice.

Catherine's Story, Part 2

Catherine is back online with MikeyMike99, and they've been talking for about a week now. He's starting to flirt with her, and she's flattered because he seems pretty mature. After all, Catherine's not really into any of the guys at her school, so she likes flirting with Mike online. She's pretty good at it too. And yeah, he said something that might have been kind of sexual once or twice. Today he writes, "Can I show u a pic?" Before she types a response, he says again: "Keep this private ok? I like u, Cat. I hope u like me 2."

Now what light do you think Catherine should choose? Explain your choice.



Teacher Instructions

After arranging the class into groups of four or five and distributing the **Internet Traffic Light Student Handout**, guide students through the Internet Safety Tips below. These tips also appear on their handouts.

Internet Safety Tips

If you develop a friendship with someone online, be sure to ask yourself the following questions:

- *Has this person asked me to keep any information secret?*
- *Has this person flirted with me, or asked me about anything sexual?*
- *Has this person asked me about anything private?*
- *Have I felt pressured by this person to do anything?*
- *Do I feel true to myself – sticking to my values – when I talk to this person?*

If someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself, end the conversation immediately. And never plan a face-to-face meeting with someone you met online without taking a parent or guardian along.

DISCUSS the idea that just as drivers need rules when they're on the road, students need rules when they're online. Drivers also need traffic lights to tell them when they need to stop, and when it's safe to proceed. Because the Internet has no traffic lights, students need to develop their own internal traffic lights. These will tell them when it's safe to proceed, and when they should come to a stop.

TELL students to begin the activity by reading the directions on their handouts (see below).

Directions

When people drive, they should know the rules of the road. Traffic lights tell them when it's safe to move forward, and when they need to stop.

1. Take three sheets of paper and draw a circle on each one. Color your circle "lights" green, yellow, and red.
2. With your group, read through each of the following stories. Use the Internet Traffic Light descriptions on the next page to help you decide whether it is a green, yellow, or red light situation. When you have made your choice, take one of your lights and place it face down in front of you.
3. Wait until all group members have made their choices, and then flip your papers over. Discuss the choices you made, and decide as a group which one is best.
4. After each story, write down the choice your group made and why.



Stop! Too dangerous to proceed.	The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
Slow down, be cautious – and be prepared to stop.	Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.
Coast is clear (but look both ways!)	You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to. You have not provided any private information.

ALLOW students 10 to 15 minutes to complete the activity. Then reassemble the class.

DISCUSS each story, inviting students to explain the choices their groups made. Although the students should think critically about their choices, it is important for them to understand that there sometimes are truly correct answers, especially when it comes to “red light” and “yellow light” situations. You may also use the following material to guide class discussion:

Abby's Story

Abby is 14. Yesterday was her friend Ivan's bar mitzvah, and Abby chatted with some of his relatives at the party. Today, Abby logs on to the social networking site MyFace and sees a friend request from Ivan's uncle. She doesn't know him very well, but they did chat a little bit about school at the dessert buffet.

Discussion: YELLOW – SLOW DOWN, BE CAUTIOUS. Abby should think twice about this one. The best thing she can do is ask her parents what they think about the situation. If they think it's fine, Abby should also let Ivan know and ask for his permission. If everyone gives her the thumbs up – and she feels comfortable being the uncle's friend on MyFace – then it's probably all right to accept his request. Abby should consider putting him on a limited profile setting so that he can't see her personal information or tagged photos. She should also check out their mutual friends.

Additional Questions: *What if Ivan's aunt asked to be Abby's friend on MyFace instead? Would the situation feel different? Why or why not? Do you have adult friends on Facebook or MySpace? If so, what made you decide to let them be your online friend?*



Vince's Story

Vince is 12 and loves playing *EscapeGo* – a fantasy combat MMORPG (massive multiplayer online role-playing game). When he first started playing, another avatar was nice to him and helped him learn the ways of the game. Since then they've been good friends online, completing quests together and protecting each other during combat. Once, one of their teammates asked them how old they were during a quest. "Enough small talk, dude. Nobody cares, just play the game," Vince's friend said in response.

Discussion: GREEN – COAST IS CLEAR (BUT LOOK BOTH WAYS!) It sounds like Vince's friend has his mind set on *EscapeGo* and not much else. This is a good sign. It's exciting to be able to collaborate and strategize with other players in real time, too – that's the beauty of MMORPGs. Vince should still be aware that he's interacting with strangers online, and that it's never a good idea to reveal private information in these kinds of settings.

Additional Questions: *What if Vince's friend asked him how old he was later on? What if he wanted to meet Vince in person to talk about gaming?*

Keyanna's Story

Keyanna is 13 and she often plays *Whatville*, a virtual world for middle school kids like herself. One day, another avatar throws a heart her way. Keyanna knows that throwing hearts is a common way to flirt on *Whatville*. She also knows he's not a newbie, because it takes someone with a lot of experience to design the kind of appearance that his avatar has.

Discussion: GREEN – COAST IS CLEAR (BUT LOOK BOTH WAYS!) Flirting online can be fun, as long as it's in a safe setting. And it's a popular thing to do in tween/teen virtual worlds like *Whyville* and *Habbo Hotel*. Keyanna can choose to throw a heart back or not – it's her decision. It's also a good sign that the other avatar doesn't look like a newbie. It takes a lot of time, energy, and youth-to-youth knowledge to make a trendy-looking avatar on *Whatville*. However, you can't always judge a book by its cover. If Keyanna starts feeling uncomfortable in any way, she should stop contact with this avatar immediately.

Additional Questions: *What if the male avatar started interacting with Keyanna in *Whatville* and no one else? Do you think that's a warning sign?*

Catherine's Story, Part 1

Catherine, who is 15, logs on to a chat room for teenagers. Her screen name is *CathyKisses15*. A guy called *MikeyMike99* said hi to her a few days ago, and they've talked every day since. He's really easy to chat with, and she likes venting to him about things that annoy her at school and at home. She hasn't told him anything too personal yet. "U seem so mature. Ur 15 right? I'm 20," *MikeyMike99* says.

Discussion: YELLOW – SLOW DOWN, BE CAUTIOUS. And definitely consider coming to a complete



stop. Catherine should be aware that her screen name makes her a potential target for inappropriate contact in the chat room: it's flirty, indicates her age, and even says her name. It's good that Catherine hasn't divulged too much personal information to MikeyMike99. That said, she should be cautious about treating him as her confidant. Some people (older teens or young adults, more commonly) develop inappropriate relationships with younger teens online over time, establishing feelings of trust and affection at first in order to make their advances seem more normal.

Additional Questions: *Catherine insists she hasn't told MikeyMike99 anything too personal. From your perspective, what does that mean?*

Catherine's Story, Part 2

Catherine is back online with MikeyMike99, and they've been talking for about a week now. He's starting to flirt with her, and she's flattered because he seems pretty mature. After all, Catherine's not really into any of the guys at her school, so she likes flirting with Mike online. She's pretty good at it too. And yeah, he said something that might have been kind of sexual once or twice. Today he writes, "Can I show u a pic?" Before she types a response, he says again: "Keep this private ok? I like u, Cat. I hope u like me 2."

Discussion: RED – STOP! TOO DANGEROUS TO PROCEED. Catherine has found herself in a sticky situation, whether she knows it or not. Talking sexually with people online is risky, especially if you know that person is older. There's a good chance that MikeyMike99's picture is inappropriate, and Catherine should feel uncomfortable that he is asking her to keep something private. Even though she's gone too far already, the power is still in her hands. Catherine should stop talking with Mike entirely. Even if it's a little embarrassing, she should talk to friend or parent about what happened, too.

Additional Questions: *What are some ways in which MikeyMike99 tries to make Catherine feel comfortable? (He uses a nickname (Cat) affectionately; he also appears to make himself vulnerable by telling her that he likes her, hopes she likes him too.)*

Safe Online Talk

The term “online predator” often conjures up the image of a creepy older man at a computer screen waiting to lure an unsuspecting child. The media reinforces this depiction, which is problematic because it does not fit with the kinds of risky relationships that are more common for teens. In reality, when online sexual solicitation does occur, it’s more likely to be between two teens, or between a teen and a young adult.

The following background information serves to clear up these misconceptions, providing information for teachers about the myths and realities of online sexual solicitation, as well as guidance on how to approach this sensitive topic.

Thinking Beyond “Online Predators”

Many adults fear that teens use the Internet to connect with strangers. In reality, most teens use the Internet to keep in touch with people they already know offline, or to explore topics that interest them. Studies show that it is most often teens who are psychologically or socially vulnerable that tend to take more risks online (Subrahmanyam and Šmahel, 2011; Ybarra et al., 2007). These at-risk teens might seek reassurance, friendship, or acceptance through relationships that they develop online. Given the disconnect between the “online predator” myth and the more realistic types of solicitation outlined above, it is important to strike the right tone when discussing the issue with teens.

We recommend that adults avoid fear-based messages with teens, as research indicates that teens are less responsive to this approach (Lanning, 2010). Teens are not likely to buy into the idea that they should avoid all contact with anyone they do not know online. After all, it is nearly impossible to connect with others online without talking to some people who are strangers. Rather than telling teens to never talk with strangers, it is more effective to have conversations about why certain online relationships are risky, and about how to avoid them.

The Truth About Risky Online Relationships

The information below is meant to clear up misconceptions about the common risks that kids face when they meet people online. It is based on research from the Crimes Against Children Research Center, the Internet Safety Technical Task Force, and Internet Solutions for Kids, Inc.

1. Teens, not children, are most likely to receive online sexual solicitations.

Online solicitors rarely target younger kids. This happens more frequently to younger teens (ages 14 to 17). People who solicit online are often upfront about their intentions. They may ask teens to talk about sex, to give out personal sexual information, to send sexy photos online, or to meet offline for a possible sexual encounter.


2. A teen is more likely to be solicited online by another teen or a young adult.

Contrary to popular belief, teens are more likely to be solicited online by similarly aged peers. It is true, however, that a very high majority of sexual solicitations online come from boys or men. Guiding teens to think more generally about avoiding risky online relationships, rather than telling them to fear predators, prepares them for the wider breadth of situations they may have to deal with online – not only the extreme cases.

3. The “predator-prey” label gives the wrong impression.

There is a range of behaviors that are not made clear by the predator-prey label. The behaviors can range from

“not as risky” to “very risky,” as reflected in the chart below:

Not As Risky  Very Risky	<ul style="list-style-type: none">• Receive inappropriate spam through email and immediately send it to their junk mail• Accept a friend request online from a stranger and receive a sexually explicit online message thereafter, or joke around on a virtual world site and flirt with other avatars• Seek companionship or friendship on an online chat room, and develop an ongoing, risky relationship with a stranger
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In the most extreme cases of online solicitation – those involving older adults and teens – targets are usually aware of their solicitor’s true age and intentions. For the small percentage of teens who find themselves in this kind of situation, simply warning them against “unwanted contact” is not an effective strategy because they have likely grown to be comfortable with, and perhaps even dependent upon, their solicitor. Instead, we need to help teens understand why it is risky to flirt with people they meet online, how to recognize warning signs, and more broadly, why romantic relationships between teens and adults are unhealthy.

What Should Teens Know if Online Strangers Contact Them?

The term “grooming” is sometimes used to describe the process of an older adult coaxing a young person into sexual situations. For cases involving children, grooming may involve befriending the child, showing interest in his or her hobbies, exposing the child to sexually explicit material, and manipulating a child into a sexual encounter (Lanning, 2010).

The term is less commonly used for cases between teens, or between a teen and a young adult. Research also shows that teens who flirt and engage in online sexual talk with strangers – especially in chat rooms – are more likely to be solicited for sex (Ybarra et al., 2007).

The number one thing for teens to remember is that they should avoid flirting with or regularly talking to online strangers or online acquaintances, especially – but not only – if the person they are chatting with is older than they are.

Teens should also reflect on these questions if they communicate with someone they meet online:

- **Has this person asked to keep anything about our relationship a secret?**
- **Has this person hinted at or asked about anything sexual?**
- **Have I felt pressured or manipulated by this person?**
- **Do I feel true to myself – sticking to my values – when I communicate with this person?**

If teens feel uncomfortable during a conversation with an online stranger, they should:

- **Change it up.** If something feels like it might be getting risky, it probably is. But if teens are not sure, they should try changing the subject, making a joke, or saying they want to talk about something else. If they still feel pressured or uncomfortable, they need to take further action.
- **Log off or quit.** Teens need to remember that at any time they can just stop typing and log off if a conversation gets uncomfortable online. They can also take action to block or report another user, or create a new account – whether for email, IM, or virtual world – to avoid contact with that person again.
- **Know that it’s okay to feel embarrassed or confused.** It’s not always easy to make sense of situations that make teens uncomfortable online. Nor is it easy for them to ask for help if they feel embarrassed about what they’ve experienced. They should know these feelings are normal.
- **Talk to a friend or trusted adult.** Teens should know that it’s okay to reach out. Even if they feel they can handle a tricky situation alone, it’s always a good idea for teens to turn to friends, parents, teachers, coaches,

and counselors for support.

Teaching Strategies for Sensitive Topics

Provide Supportive Resources

Young teens may react to conversations about risky relationships in different ways. Consider concluding the lesson by mentioning a few resources available to students at your school, such as guidance counseling, health services, and talking to other teachers. These resources may help kids practice safe behavior online long after your lesson on **Safe Online Talk** is over.

You may wish to share the following Web resource with teens:

- That's Not Cool (www.thatsnotcool.com)

Talking to Parents

Send home the **Safe Online Talk Family Tip Sheet**.

Research

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