

Creating A Safe School: Celebrating All

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

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

NSES ALIGNMENT:

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

ID.8.ADV.1 - Develop a plan to promote dignity and respect for all people in the school community

ID.8.AI.1 - Access accurate information about gender identity, gender expression and sexual orientation

PS.8.SM.2 - Demonstrate ways they can respond when someone is being bullied or harassed

TARGET GRADE: Grade 8
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- LCD projector and screen
- PowerPoint: "What is School Like for LGBTQ Students?"
- Worksheet: "Is Our School LGBTQ Inclusive" enough copies for half the class
- Homework: "LGBTQ Issues Online: What Did You Learn?" cut in half, enough copies for each student to receive one
- White board and markers
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Go through the PowerPoint slides so that you have a little bit of familiarity with the facts they contain before the class session. You may also wish to view the GLSEN School Climate Survey or its Executive Summary to be prepared for questions that may come up in class:
<https://www.glsen.org/article/2017-national-school-climate-survey-1> .
- Print out, photocopy, and cut in half the homework assignment worksheets.

LEARNING OBJECTIVES:

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

1. Describe at least two things their school does well around LGBTQ inclusion, as well as two things it could do better. [Knowledge]
2. Explain what that they, as students, can do to improve the school environment around LGBTQ inclusion. [Knowledge]
3. Name at least one reliable website about sexual orientation and gender identity for their age group. [Knowledge]

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, "What kinds of things make you feel like school is a safe environment for you?" Write students' responses on the board, probing for the following as applicable (feel free to contribute one to get the brainstorm going):

- There are a lot of adults around
- There is a buzzer at the front of the school so no one can get in without being buzzed in
- There are posters up on the walls with pictures of students who look like me

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- Adults greet us in the morning
- The adults know my name and things about me and my family
- There is a security guard/metal detector when we first come in the building
- There is a hall monitor who checks to make sure we belong in the school
- I have a locker (whether solo or shared) so I have a place to put my stuff

Ask, “What is it about these things that make school feel safe? How do you think it would feel if any one of these was missing? What if none of these took place here?” After a few people have responded, say, “What this tells us is how we feel when we’re at school makes a big difference in whether we want to be there – as well as how we do in our classes. Everyone has the right to feel like they belong at school. But what if they don’t?” (7 minutes)

STEP 2: Say, “Today we are going to be talking about sexual orientation and gender identity and our school environment to see how well we make school feel like a welcome place for people of all orientations and genders. We’ll also look at where we see room for improvement; and how we would propose making some changes.”

***Note to the Teacher:** Depending on your school environment, this can be a one-day assignment, or be turned into a class or even school-wide project. This lesson is designed to create the foundation to enable you to create what you feel you can do in your own setting. (2 minutes)*

STEP 3: Say, “We’re now going to look specifically at what schools are like for students who identify as either lesbian, gay, bisexual, transgender or queer.” Start the PowerPoint, “What Is School Like for LGBTQ Students?” Read the first slide aloud, explaining that you are going to share a few facts from a national survey of LGBTQ middle and high school students.

Ask a different student to read each slide. After each slide has been read, say or ask the following:

Slide Two: “This school is our school—it doesn’t just belong to the teachers or the students, nor is it designed only for certain students. So every student has the right to feel safe and a sense of belonging here. What that looks like is different from community to community and school to school. Some places do it well, and some don’t.”

Slide Three: “The Gay, Lesbian, Straight Education Network does a survey of schools across the US every few years on how LGBTQ students are treated, and the impact of that, both positive and negative.”

Slide Four: “Verbal harassment is being taunted for who you are. It’s not the same as teasing. It usually targets a certain aspect of your personality, background or appearance—like your skin color, country of origin, how much money people think your family has, who is raising you, etc. Harassment can go on for a while if it’s not stopped.”

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Slide Five: “Has anyone ever heard someone use a mean or hateful word to someone else when you’ve walked by? How do you think it made that student feel?”

Slide Six: “In many schools, it’s not just about students not harassing other students. It’s about the school making a strong statement that harassment and bullying won’t be tolerated. And the school has a responsibility to have policies in place that specifically make students of all sexual orientations and gender identities feel equal.”

Slide Seven: “When we don’t feel good—when we’re sad or angry or anxious – we don’t feel smart. We don’t feel safe. And the way this shows itself at school is that students who don’t feel like they belong or don’t feel safe sometimes stop going to class, or even to school altogether. Their grades start to go down and they may stop having goals for the future. They feel hopeless.”

Slides Eight & Nine: “The good news is, just as not having these things can make a school environment feel less safe and have a negative impact on LGBTQ students – taking some specific steps can also make school feel safe and welcome. And if one group of students feel like they belong at school, it can help all students know that they are welcome, no matter who they are.”

Process the information you presented by asking the following questions:

- What are your reactions to what I just shared with you?
- Did anything surprise you?
- What do you think schools have a responsibility to do for these students – or any student – to feel like they belong in school?
- What about students? For what do you think they should be held responsible?

Note to the Teacher: *If you have any backlash or defensive reactions such as, “If they didn’t act/dress that way, then maybe people wouldn’t harass them,” take the time to discuss that. If students are not able to come around to the idea that no one has a right to bully or harass others, no matter how they present themselves or identify, highlight your school’s anti-bullying policy to remind them of what the school believes. (13 minutes)*

STEP 4: Say, “The good news is, there are things that a school community can do to make sure all students, regardless of sexual orientation or gender identity, feel like they are safe and included. We’re going to take a look at our school now.”

Divide the class into pairs. Once they are in pairs say, “I am going to give each of you a worksheet and ask you to work together for the remainder of class to complete it. The first side is a checklist of possible things a school can do to make sure it is respectful and accepting of all sexual orientations and gender identities. Please be honest! How do you think the school does on each of these? Once you’ve completed the checklist, think about what grade you’d give our school – but just as it relates to LGBTQ issues, not in general. Please do not go on to the second side yet.” Tell them they have about 5 minutes in which to complete the first side (7 minutes).

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STEP 5: As students are working, write “A B C D F” in a column on the board. After about 5 minutes, ask students how many would give each of the grades, by a show of hands, and write the number of raised hands next to each grade.

Say, “Clearly, there’s some work we need to do here.”

***Note to the Teacher:** If you are in a school that is more socially progressive around LGBTQ issues and you have mostly good grades, you can say, “We’re doing a pretty good job! But what can we be doing better?”*

Ask students to flip their worksheets to the other side and answer the questions there. Explain that they are going to be identifying specific things that they feel need to improve at school, as well as steps that they, as students, can take to help those happen. Tell them they have about 10 minutes to complete their task. (15 minutes)

STEP 6: After about 10 minutes, stop the students as they’re working. Make sure they have put their names at the bottom of their worksheets. Say, “We don’t have time to go through all the sheets, but does anyone have an idea they think is really great that they’d like to share?” As time allows, have a few pairs share their ideas.

***Note to the Teacher:** If you have time in the next class to come back to this – especially if this ends up being an actual project – you can go through the other worksheets/ideas then.*

Praise the good ideas and work the students did and explain the homework assignment in which they will be looking at websites where they can find information about sexual orientation and gender identity. Distribute the homework and collect the worksheets. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The plans of action generated by the paired activity will enable the teacher to determine whether the first two learning objectives were met. The homework assignment will demonstrate their ability to access a reliable resource on LGBTQ issues.

***Note to the Teacher:** There are very few online resources that are age-appropriate for middle school. The websites in the homework assignment, although written by teens, is age-appropriate for this lesson and purpose.*

HOMEWORK:

Have students visit <http://sexetc.org/info-center/post/athlete-ally-hudson-taylor/> and complete the three questions on their homework worksheet.

Is Our School LGBTQ-Inclusive?

(Adapted from *The Safe Space Kit: Guide to Being an Ally to LGBT Students*)

Instructions: Read each characteristic. Do you think this is something our school has? A little, a lot or not at all? Please check the box that best matches how you feel.

Characteristic	We Totally Do This!	We Kind Of Do This	We Don't Do This	Don't Know/ Doesn't Apply
1. Anti-bullying lessons and efforts include LGBTQ students				
2. School forms include different families (say "parent/gaurdian" vs. "mom and dad")				
3. Dress code allows people of any gender to dress anyway they want that is appropriate for school				
4. There are gender-neutral or private bathrooms or changing areas, not just "Boys" and "Girls" rooms and locker rooms				
5. We talk about LGBTQ people in at least some of our classes				
6. The library has resources for and about LGBTQ people				
7. Assignments include LGBTQ people or issues				
8. We have a gay-straight alliance (GSA) or similar club or group				
9. Our sports teams and other activities include LGBTQ students				
10. School's publications cover LGBTQ people and issues				
11. School dances/events are safe for and inclusive of LGBTQ students				
12. Valentine's Day celebrations include LGBTQ and non-coupled students				
13. There is at least one LGBTQ identified or friendly teacher/ staff in the school.				
14. There are posters or other visuals that reflect LGBTQ people or couples in the classrooms, offices or hallways.				
15. Observations of Mother's Day and Father's Day that affirm all family structures, including someone who has an LGBTQ parent or caregiver.				

Overall, what grade would you give our school on how we do on LGBTQ inclusion?

A B C D F

Creating A Safe School: Celebrating All Worksheet

Which of the things listed above do you think our school could do better on? (List the numbers of all that apply here).

What steps could you, as students, take to make these changes happen? Select one of the things you feel the school could do better on, and three specific actions you and other students can take to see those changes take place:

Change: _____

We, as students, need to:

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

What, if anything, could get in the way of your making these changes?

What could you do to overcome those so that change can still happen?

Names: _____

Name: _____

Date: _____

Homework - LGBTQ Issues Online: What Did You Learn?

Instructions: Please visit the *Sex, Etc.* website and read the article "Athlete Ally Hudson Taylor" found here: <http://sexetc.org/info-center/post/athlete-ally-hudson-taylor/>

1. What is your reaction to how Hudson describes the typical homophobic climate of some school sports? If you have participated in team sports, does it match your experience?
2. Why did Hudson, who identifies as heterosexual, champion the cause of LGBTQ athletes? How do you think his peers responded to his passion about this issue?
3. What is something you still have questions about after reading the article?

Name: _____

Date: _____

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8th Grade Lesson from
Rights, Respect, Responsibility: A
K-12 Sexuality Education
Curriculum

Rights. Respect. Responsibility.

What Is School Like for LGBTQ Students?

Rights. Respect. Responsibility.

So... There's Bad News and Good News...

- School can be a hostile, unsafe place for LGBTQ students (depending on where you live)
- School can be a welcome and affirming environment for students of all sexual orientations and genders
- Which it will be depends on all of us!

Gay, Lesbian, Straight Education Network (GLSEN)

2017 National School Climate Survey

[https://www.glsen.org/sites/default/files/
GLSEN%202017%20National%20School
%20Climate%20Survey%20%28NSCS
%29%20-%20Full%20Report.pdf](https://www.glsen.org/sites/default/files/GLSEN%202017%20National%20School%20Climate%20Survey%20%28NSCS%29%20-%20Full%20Report.pdf)

**Harassment of LGBTQ students is
still prevalent nationwide**

**70% of LGBT
students surveyed
had been harassed
verbally**

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**More than half of
students frequently
heard comments like
“fag” or “dyke”**

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Sometimes, the bias isn't violent –
but it's still discrimination

62% of LGBTQ students were discriminated against by school policy (being punished for a PDA, not allowed to form a GSA or not allowed to attend school function with date of the same gender).

What's the Impact?

LGBTQ students victimized at school:

- May have lower grades
- Are less likely to plan to go to college
- Often feel worse about themselves

**(Wait – you said there was
some good news...)**

There is!

When schools and students make efforts to be more inclusive, the negative impacts go down or disappear altogether!

- **Efforts can include:**
 - A gay-straight alliance or club
 - Course materials and books that include LGBTQ people in positive ways
 - Teachers and other school staff who promote the safety and inclusion of all students
 - Anti-bullying policies that specifically mention sexual orientation and gender.

When you have these things...

- The use of hate speech goes down.
- Students feel more connected to their school community
- Students are less likely to miss school due to safety concerns
- Student GPAs go up

The World Around Me

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

NSES ALIGNMENT:

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

PD.8.INF.1 – Analyze how friends, family, media, society and culture can influence self-concept and body image.

PR.8.INF.1 – Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behavior.

HR.8.INF.1 – Analyze the ways in which friends, family, media, society and culture can influence relationships.

SH.8.INF.1 – Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors.

TARGET GRADE: Grade 8
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- Scenario: Leah (enough two-sided copies for one quarter of the students in the class)
- Scenario: Malik (enough two-sided copies for one quarter of students in the class)
- Students' journals (or sheets of lined paper, one per student, if journals are not being used in class)
- White board and markers
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

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

1. Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge]
2. Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge]
3. Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill]
4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Introduce the topic by telling students, "When we make decisions about significant things in our lives, we rarely do so without considering the thoughts, experiences and messages we get from various sources in our lives. We ask people in our lives for their advice – and sometimes we get it even when we don't ask for it! Other times, we are barely aware of how outside messages do or don't have an influence on us and our decision-making."

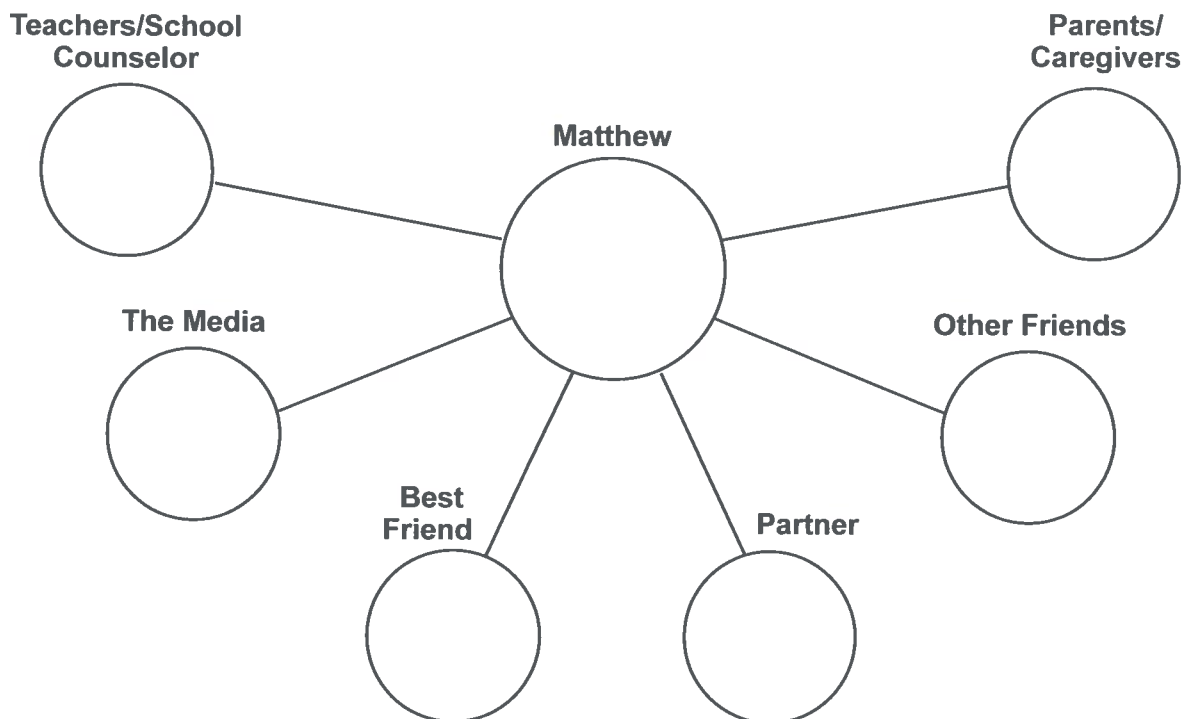
Draw a large circle on the board, about 18" in diameter. On the top of the circle write a name that reflects the population of your students (for the purposes of this example, we will use "Matthew"). As you are drawing the circle and writing the name, "Matthew," or another name at the top, say, "Imagine for a moment that we have a teenager named Matthew. Even though he's still in school, he's thinking about what he wants to be when he grows up." In the center of the circle, write, "Career." Say, "He's really good at art and photography and is thinking

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he might want to make that his job. From what types of sources might he expect to receive messages about his future career choices?" Probe for the following:

- Parent(s)/Caregiver(s)
- Teachers or Counselors at School
- Other Family Members
- Professional Artists and Photographers
- The Media
- Partner
- Best Friend
- Celebrities

As students contribute a particular source, draw a line from the center circle to another smaller circle that you draw. Then write the category of person or source at the top as you did with the first circle. Depending on what is contributed, you should end up with something that looks similar to this:



Go through the examples and ask the class one message Matthew might hear from his parent(s)/caregiver(s) about this possible work choice. Probe for, "Great, go for it!" or "Don't do it, it's not practical." Write that example in the circle titled, "Parent(s)/Caregiver(s)." Go around the rest of the cluster and add in one message, positive or negative, that he might expect to hear from each possible source.

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Once you have put one example in each circle, ask the students to tell you what they notice about the messages, which may be consistent or inconsistent. Ask, "Has anyone ever asked more than one person for their opinions about something and gotten two totally different answers? If so, what does that feel like?" Probe for, "confusing," "overwhelming," "helpful," etc.

Ask, "So, whose opinions do you think will carry more weight with Matthew?" After a few responses, acknowledge what was shared and if it has not been shared already say, "It also depends on his relationship with each of these entities. If he is particularly close with someone, or has relied on their advice in the past and it's helped him, he may consider their thoughts more seriously than other people's." (13 minutes)

STEP 2: Say, "Now we are going to look at sexual decision-making and the people and entities that can have an impact on these decisions." Break the class into groups of four. Once they are in their groups, tell them they are going to work together on a scenario in which they'll have a character who they will be mapping as they did with Matthew. Distribute the Leah scenario to half the class and the Malik scenario to the other half. Let them know they will have about 15 minutes in which to do their work (17 minutes).

STEP 3: After about 15 minutes has passed, ask the groups to stop their work. Tell the students that half of groups worked on one scenario, and the other half on a different one. Ask for students from various groups that had the Leah scenario to read the scenario, alternating students for each paragraph. Ask groups to share the influences they noticed, and their responses to the questions asked.

Next, ask for students from the other groups who had the Malik scenario to read their scenario, alternative students with each paragraph. Ask groups to share the influences they noticed, and their responses to the questions asked. (14 minutes)

STEP 4: Acknowledge the work they did, and ask them to hand in their worksheets. Ask students to take out their journals and write the following questions on one of the pages (have these written on the board or write them as you speak):

1. "Who or what do I consider before making decisions about sexuality or relationships?"
2. "How might using alcohol affect how I make decisions about sexuality or relationships, and whether I stick to them?"
3. "How can thinking about people and messages around me help me with my future decisions about sexuality and relationships?"

Ask them to write a minimum of three sentences in response to each question and hand in their journals during the next class. (6 minutes)

***Note to the Teacher:** If you are not using journals in class, feel free to have students write these prompting questions on a sheet of paper. You can also post or email an electronic version and have them complete these online and submit them to you once completed.*

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

The first three learning objectives will be measured by classroom participation in the large group discussion and small group work; as a result, the teacher will need to solicit contributions from different students during the report-back portion of the lesson. Achievement of the fourth learning objective will be determined by completion of the homework assignment.

HOMEWORK:

Students will complete a journaling assignment responding to prompts as provided at the end of class, to be handed in during the next class period.

Leah

Leah has been with Malik for almost a year. Malik has been bringing up whether they should start having sex, and Leah's trying to figure out whether the time is right. She's never had sex before, and she's nervous about getting pregnant or an STD. Malik's had sex once before, but things didn't work out with them. Malik says he's curious, but that he's not sure whether the time's right – he's got a lot of plans for the future, and if he ends up getting Leah pregnant or either of them get an STD, that could really affect his hopes for college and getting a scholarship.

Leah's best friend has had sex, but he goes back and forth as to whether he thinks Leah should, saying, "I think it's different for guys." They hang out a lot and watch reruns of "16 and Pregnant," as well as "East Los High," and talk about all the people who have sex on those shows and what's happened as a result. Leah doesn't feel like she can talk with her mom about this stuff, because her mom was brought up in a pretty conservative household and they've never talked about sex or sexuality. Leah does, however, have a good relationship with her mom's best friend, who she's known since Leah was a baby, and feels like she can talk with her about anything.

Sometimes, when Malik gets stressed out or nervous, he drinks. When he does this, he gets a bit more assertive with Leah – as she tells her best friend, "he's all hands when he drinks." They've almost had sex a few times when he's gotten like this, but Leah's always told him to stop and he has. She loves Malik, she really does – she's just not sure whether the time is right or whether he's the one.

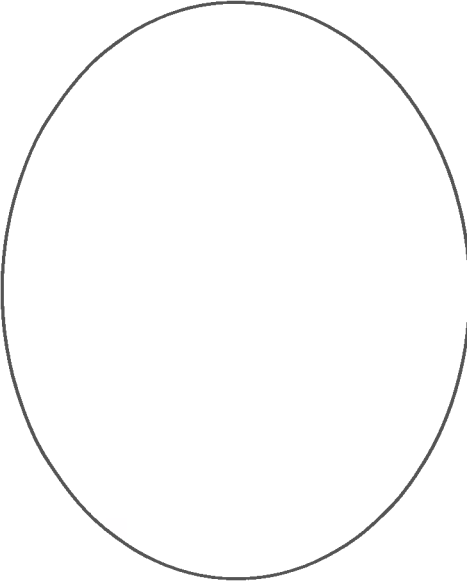
Instructions:

1. On the back of this sheet, map the influences in Leah's life by writing the message(s) she's getting from each in the circles provided.
2. Is anyone missing, even if they're not listed in the story? If so, add them in to the "other" circle and add in what possible messages she might get from them about her decision.
3. We found out that Malik drinks sometimes – how does that come into play when it comes to Leah's decision?

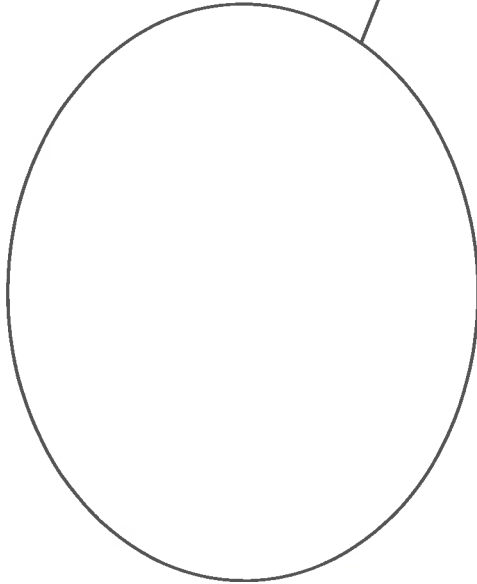
4. Who or what do you think has a LOT of influence on Leah? Why?

5. What does this tell you about making decisions about big things in your life, like sex and sexuality?

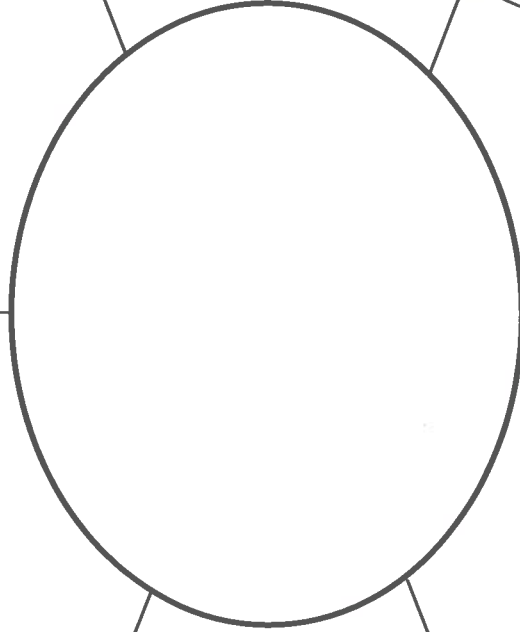
Leah's Mom



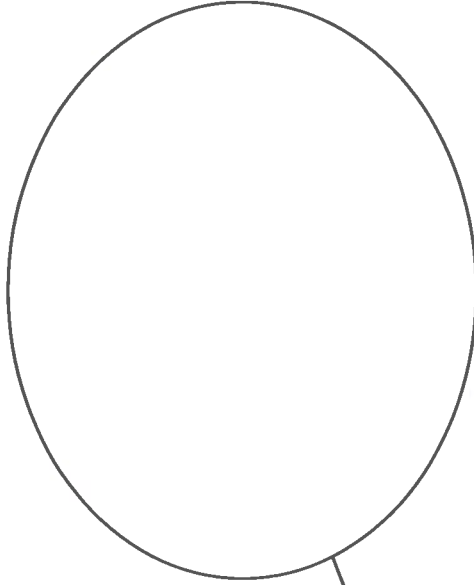
Leah's Best Friend



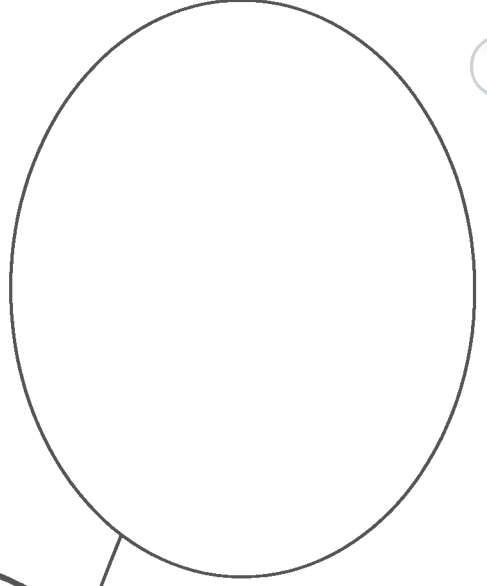
Leah



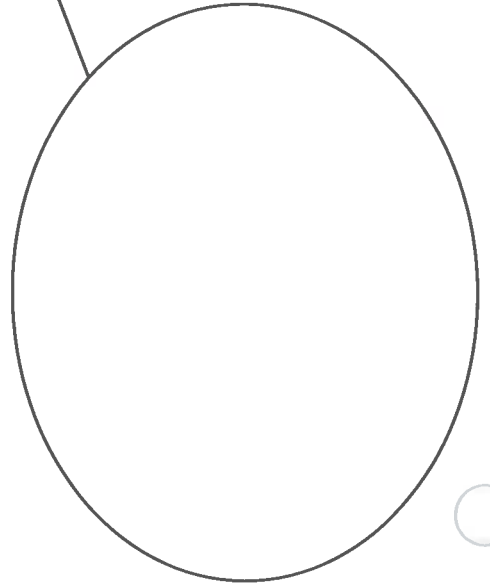
The Media



Malik



Other?



Malik

Malik has been with Leah for almost a year. Leah has been bringing up whether they should start having sex, and Malik's trying to figure out whether the time is right. He's never had sex before, and he's nervous about getting Leah pregnant or getting an STD. Leah's had sex once before, but things didn't work out with them. Malik's curious, but he's not sure whether the time's right – he's got a lot of plans for the future, and if he ends up getting Leah pregnant or if either of them get a really serious STD, that could impact his hopes for college and getting a scholarship.

Malik's best friend has had sex, and regularly asks Malik what he's waiting for. He's even asked Malik a few times whether he's hesitating because maybe he likes guys, not girls. Malik watches porn sometimes when he's home alone, and is nervous about whether he'll know what to do. Malik's parents are very devout Catholics, and they don't talk about sex or sexuality except to talk about abstinence and waiting for marriage. Malik is the youngest of four children, but his brothers and sisters are all older and don't live at home anymore. He only sees them at holidays and doesn't consider himself close to any of them.

Sometimes, when Malik gets stressed out or nervous, he drinks. That's when he feels most comfortable talking about sex with Leah – and when he feels like they're really close.

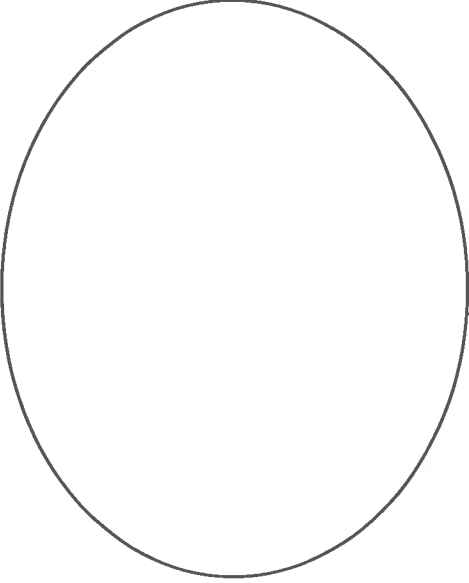
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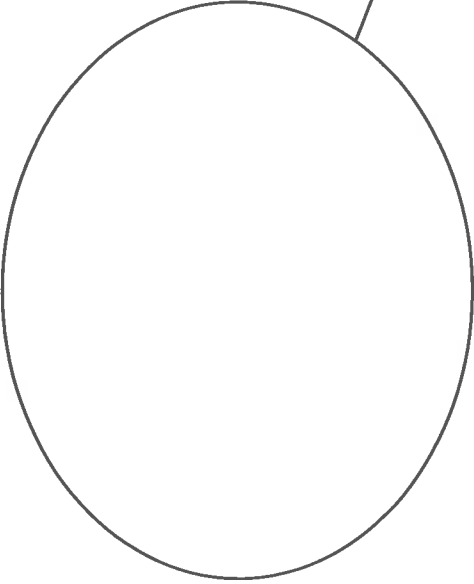
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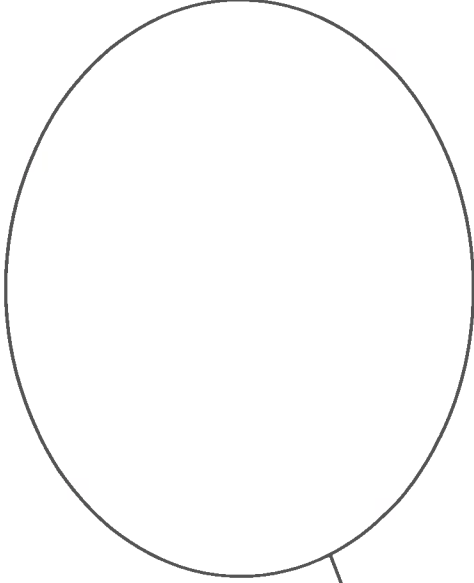
Malik's Parents



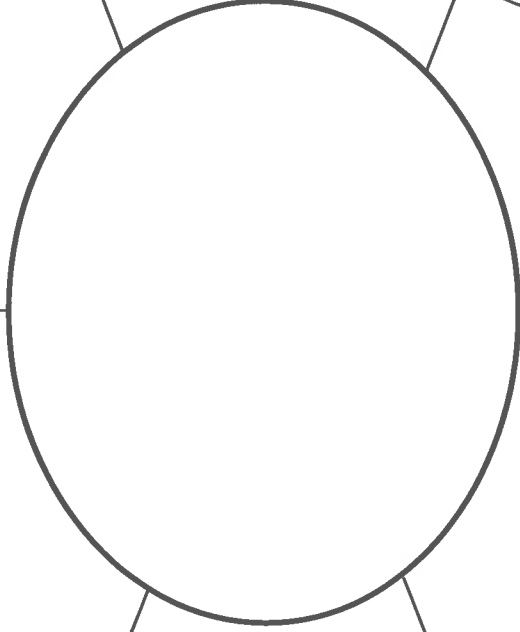
Malik's Best Friend



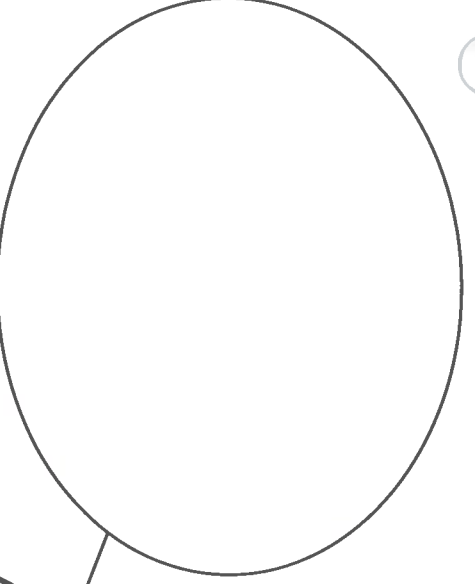
The Media



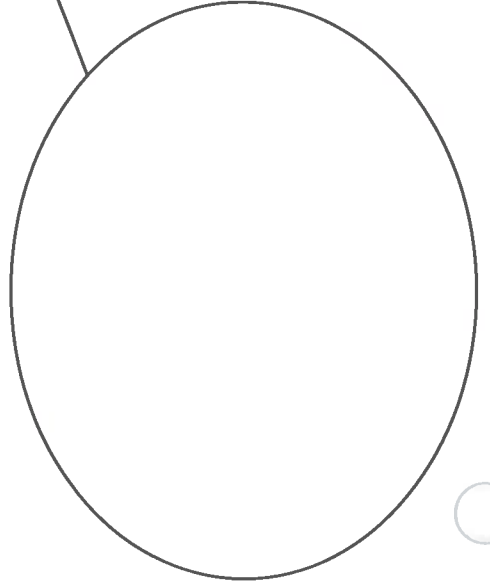
Malik



Leah



Other? _____



Healthy or Unhealthy Relationships?

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

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

NSES ALIGNMENT:

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

HR.8.CC.1 – Compare and contrast the characteristics of healthy and unhealthy relationships.

HR.8.SM.1 – Explain the criteria for evaluating the health of a relationship.

HR.8.CC.2 – Describe the potential impacts of power differences such as age, status or position within relationships.

TARGET GRADE: Grade 8
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- Two signs, one reading “Healthy Relationship” and one reading “Unhealthy Relationship”
- Enough of the 16 Healthy vs. Unhealthy Relationships cards for half the students in the class, prepared as described
- Homework: “Healthy Relationships All Around Us” – one per student
- Exit slips “Before You Go” – one per student
- Masking tape
- White board and markers
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON :

- Print out enough of the Healthy vs. Unhealthy Relationship cards for half the class. Fold each one in half.
- Tape the Unhealthy and Healthy Relationship signs on the front board with a good distance between them to create a continuum.
- Print out the exit slip “Before You Go” and cut them in half, so each student gets one half (which is one complete exit slip).
- Tear off individual one-inch pieces of tape, enough for each sign in the Healthy vs. Unhealthy Relationships activity, and stick on a ledge or table end so they are available for students to take and use during the activity.

A NOTE ABOUT LANGUAGE:

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

LEARNING OBJECTIVES:

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

1. Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy. [Knowledge, Skill, Attitude]
2. Name at least two types of power differential in relationships, as well as their implication for the relationship. [Knowledge]
3. Describe at least two ways in which an unhealthy relationship can become a healthy one. [Knowledge]
4. Apply their understanding of healthy relationships to a couple represented in the media. [Knowledge, Skill]

PROCEDURE:

STEP 1: Ask, “How many of you can think of a couple in your lives – it could be family members, friends, siblings, whoever – who you think are in a healthy relationship?” After some students have raised their

Healthy or Unhealthy Relationships?

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

hands, ask, “How many of you can think of a couple you’d consider to have an unhealthy relationship?”

Say, “I bet if we described all of these relationships we would not agree about whether they were healthy or unhealthy. That’s because we have all received a variety of messages about how people should behave in relationships. These messages have a big impact on whether we see something as healthy, unhealthy – or a mix. So today we’re going to take a look at some things that can happen in relationships – and whether you think these things mean a relationship is healthy or unhealthy.”

Break the students into pairs. Give each pair one of the healthy vs. unhealthy relationship cards. Ask them to talk together about whether they think what they have describes a healthy relationship or an unhealthy relationship. Tell them that once they’ve decided, they should turn their sheet over and write down why they think it is unhealthy, healthy or somewhere in between. Explain that they are “Team One,” and so should only complete the first line on the back of the sheet, not the second. Hold up a sheet to demonstrate as you are giving these instructions.

Tell them that once they’ve finished writing their reason(s), they can bring their piece of paper up to the front of the room and tape it up where they feel it goes. Point out that there is a lot of space between the Unhealthy and Healthy Relationship signs, so they can put their card under one of the signs, or somewhere in between if they feel like it has some healthy or unhealthy characteristic, but isn’t completely one or the other.

After about 5 minutes, if all of the cards are not up, encourage students to stick their cards up on the board. Ask them to stay in their same pairs. (8 minutes)

STEP 2: Starting at one end of the continuum, read each of the cards. Once you have read them all, ask the students to look at what’s up on the board and comment on what they notice. Their responses will depend on where the cards have been placed (the activity is intentionally opinion-based, so the board will likely look different each time).

For example, students might say, “These all seem really unhealthy,” or “None of the cards are either completely unhealthy or healthy.”

Ask, “Are there any up here that you would want to move? Which one(s) and why?” As students indicate particular cards, take them down and read on the back why the pair of students who had each card chose to place it where they did. Ask whether that changed their view. Because this is an opinion-based activity, do not actually move any of the cards, just discuss a few.

***Note to the Teacher:** Go through up to five of the cards, adjusting for student engagement in this part of the activity. If the discussion lags, stop after three; if it is still vibrant and connected, you may choose to continue beyond the five.*

Here are some suggestions for a few in which there is a lot of grey area and about which you will likely have extensive discussion:

- A guy walks his girlfriend to school every morning, meets her for lunch every day, and picks her up to walk her home at the end of each afternoon.

Healthy or Unhealthy Relationships?

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

- A girl notices her girlfriend is getting a lot of attention from two different people at school. She goes up to each of them separately and warns them to stay away from her, “or else.”
- A couple has an agreement that they won’t put passwords on their phones and can check each others’ texts and social media accounts whenever they feel like it.

(8 minutes)

STEP 3: Ask, “In which of these relationships do you feel like one person has more power than the other person?” Point to the example of a girl who has a girlfriend who is ten years older than she is. Ask, “In what ways could the older girlfriend have more power than the younger one?” Write a “P” on that card to indicate that there’s the potential for one partner to have more power than the other.

As students mention other examples where they feel like there could be a power difference, write a “P” on each of those.

Say, “Power can come in different forms. Sometimes, people realize there’s a power difference and are okay with it – and other times, a power difference can lead to really unhealthy or even abusive relationships. I’m going to ask you to keep the idea of power in mind as you do this next part of the activity.” (6 minutes)

STEP 4: Ask one student from each pair to come up to the board and take one of the cards, not the one they originally worked on, and return to sit with their partner. Tell them that they should talk about what’s on the card, turn the card over and read why the other students labeled it as they did. Then ask them to discuss what would need to change in order for them to feel like this card could go underneath the “Healthy Relationship” sign. Have them write their answers in the space provided. Tell them they have about 5 minutes in which to do this. As they are working, take the “Healthy Relationship” sign and move it to a more centered location on the board. (7 minutes).

STEP 5: Go around the room and ask the pairs to share what they came up with as specific steps or things their couple needs to do to make their relationship healthy. Paraphrase the characteristics they share and write them on the board beneath the “healthy relationship” sign.

For example, if students were to say, “They need to stop checking each others’ phones,” you might write “Trust” on the board and “cell phones” in parentheses next to that. If any of the next pairs repeat something that was already said, put a check mark next to that characteristic. (12 minutes)

STEP 6: Ask students to look at the list they generated and what they think of what they see. Again, because this list is generated from the students, it may look different each time. Process the list by asking the following questions:

- Are you surprised by what’s received the most check marks here? Why or why not?
- Is there anything missing? Is there anything else that would help make a relationship healthy wasn’t mentioned?
- How easy or challenging is it to do some or all of these? For the ones labeled as “challenging,” ask why they think that is.

Healthy or Unhealthy Relationships?

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

- Ask, “What about the idea of power? Where do you see power reflected in this list?”

Say, “What relationships look like and how they work can be different – but as you see here, there are certain characteristics that people will agree mean that a relationship is healthy. When a relationship is healthy, it’s good for both people involved – and it doesn’t have a negative impact on the people outside of the relationship who are still a part of the couple’s lives, like friends and family members.”

Describe the homework assignment and distribute the worksheet. Tell students that you created a list of characteristics that tend to be considered part of healthy relationships, which will include some of what they generated on the board as well as some other ideas. Ask them to talk about a couple they know – whether in real life or from a movie or tv show or a couple from a book or they’ve read about online -- and say whether they think they are a healthy couple based on those characteristics.

Distribute the Before You Go exit slips to the students and ask them to complete them and hand them to you on the way out of class. (9 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Teachers will be able to assess how well they have reached the first three learning objectives during the in-class activity, discussion and process. The fourth learning objective will be achieved through the homework assignment.

HOMEWORK:

Worksheet: Healthy Relationships All Around Us – Students are to provide three examples of couples in their own lives, or from a tv show, book, movie or other source and explain why they think they are healthy relationships.

Homework: Healthy Relationships All Around Us!

Name: _____ Date: _____

Instructions: Think about relationships you've seen in your life. These could be characters from a tv show or movie, public figures or people you know personally. Please provide three examples of healthy relationships and explain why you think they're healthy, based on what we talked about in class. Be sure to explain your reasons with examples, too!

EXAMPLE

Couple: Beyonce and Jay-Z

Know them from: Music videos and award shows

Why do you think this is a healthy relationship? Please give examples:

They talk about each other a lot in the media, always in positive ways. They started a family together and both seem really into each other whenever you see them in pictures.

Couple 1:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

Couple 2:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

Couple 3:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

BEFORE YOU GO...

The characteristic of healthy relationships that most stood out for me from today's class

was _____

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

After spending a lot of time together, a couple wants to start having sex. They talk about safer sex and decide to use condoms every time.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

--- (FOLD HERE) ---

A guy walks his girlfriend to school every morning, meets her for lunch every day, and picks her up to walk her home at the end of each afternoon.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A couple has been together for a month and are talking about having sex. One has had sex before, but the other hasn't - but says they have because they're embarrassed.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

- - - (FOLD HERE) - - -

A girl notices her girlfriend is getting a lot of attention from two different people at school. She goes up to each of them separately and warns them to stay away from her, “or else.”

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A couple has an agreement that they won't put passwords on their phones and can check each others' texts and social media accounts whenever they feel like it.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

--- (FOLD HERE) ---

**Partner one wants to have sex.
Partner two says they're not
ready, but after talking about
it, gives in and has sex, even
though they didn't really
want to.**

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A guy and a girl have been together for six months, and things haven't been going so well. She decides to stop taking her birth control without telling him, because she thinks if she gets pregnant he won't break up with her.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

---(FOLD HERE)---

One partner usually decides when, where, and what they do together. The other partner says they don't like making decisions and is fine with this.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A guy has been with his boyfriend for five months. They've said "I love you" to each other, but when they're around other friends at school, one guy pretends they're not a couple. He says it's because he hasn't yet told his family that he's gay.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

**A couple text all the time.
But when they get together,
whether alone or with friends,
they feel uncomfortable talking
to each other.**

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A guy has a very strong religious background. He's having sex with his girlfriend, but after each time, he says he feels disgusting. His girlfriend tells him to get over it.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

--- (FOLD HERE) ---

A girl tells her partner that they're in a one-on-one relationship, but she is having sex with other people. Her partner does not know; she figures she's sparing their feelings by not telling them.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A guy finds out he has an STD. Since it's easily cured with a shot, he doesn't tell his partner about it and figures that if they get it, they can just get treated, too. They continue to have sex without using condoms.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

—(FOLD HERE)—

A guy and a girl have been together for six months and are having sex. Whenever the guy does something the girl doesn't like, she tells him that she won't have sex with him until he does something nice for her.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

A girl has a girlfriend who is ten years older than she is. Her older girlfriend has a job, a car and a place to live where they can be alone together. When they go out, the older partner always pays.

Team Two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

A guy notices his partner is getting a lot more texts than usual. When he mentions it, the partner says he's imagining things. When his partner goes to use the bathroom, he checks their phone and reads their texts.

HEALTHY RELATIONSHIP

UNHEALTHY RELATIONSHIP



Choose Your Words Carefully

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

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

NSES ALIGNMENT:

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

HR.8.IC. – Demonstrate communication skills that foster healthy relationships.

HR.8.IC.3 – Demonstrate effective skills to negotiate agreements about the use of technology in relationships.

TARGET GRADE: Grade 8
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Large strips of newsprint statements, prepared as indicated
- Masking tape
- “Choose Your Words” activity statements, prepared as indicated
- Envelopes for “Choose Your Words” activity statements, prepared as indicated (there should be one envelope per every two students)
- Homework: “iRelationship” – one per student
- Teacher's Guide for Homework – one copy
- White board and markers

ADVANCE PREPARATION FOR LESSON:

- On a sheet of newsprint, write the following statements in large letters:

Hey, can I talk with you about something?

Sure, what's up?

I can't go to your game, I'm sorry.

I'm not going to your game.

Let's talk later.

Cut the newsprint so that each statement is an individual strip, at least three inches high each.

- Print out enough copies of the “Choose Your Words” activity statements for half the number of students in your class. Cut each copy into individual strips and place the strips into an envelope so that each envelope has an entire set of strips in it. You should have envelopes for half the class. Label half of the envelopes “Partner A” and half “Partner B.”

LEARNING OBJECTIVES:

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

1. Identify at least two characteristics of healthy communication in a relationship. [Knowledge]
2. Apply their understanding of healthy communication to a scenario between two people who are discussing technology use within a relationship. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Ask, “Has anyone ever had to talk with someone about something really important – but you weren't sure how to do it?”

Choose Your Words Carefully

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

Acknowledge the raised hands and ask, “What specifically can make it challenging to talk with someone about something important to you?” Probe for:

- You don’t want to hurt their feelings
- You’re not sure whether you should talk with them about it
- You’re embarrassed about it
- You don’t want to make them mad
- You just don’t want to deal and hope that ignoring it will make it go away
- You like them as more than a friend and you’re worried if you talk about something serious they won’t want to hang out with you anymore

Say, “Whether it’s a friendship or a relationship, it’s important to be able to talk about things that come up. If a friend always teases you and you really hate when he does that – but you never tell him that you hate it – it’s not his fault if he keeps doing it and makes you mad, it’s yours because you didn’t say anything about it!

The big question, of course, is how do you talk with someone about something that’s important to you?” (6 minutes)

STEP 2: On the board write, “Partner A” at head level, followed by “Partner B” about five feet to the right of it. As you’re writing, say, “Let me give you an example. Let’s say I was Partner A, and the scenario was that my significant other wanted me to stay after school and watch their basketball game.” Between the two headers, write “Basketball Game.” Now, I want to be supportive, but I already told my best friend I’d hang out with them. So how do I bring this up?”

Post the newsprint strip that reads, “Hey, can I talk with you about something?” Say, “This is always a good place to start. Giving the other person a heads up that you need to talk will get their attention and let them know that it’s important they listen.” Under the Partner B sign, post the flipchart strip that reads, “Sure, what’s up?”

Say, “If you’re Partner B, you want to respond to let the other person know that not only is it okay for them to talk, but that you’re also going to pay attention to them – not anyone else, not your phone, not a video game – but them. Make sense?”

Under Partner A, post “I can’t go to your game, I’m so sorry.” Ask the students what they think of this as a way of breaking the news to the other person. Ask, “What might be some ways Partner B might respond?”

Once you’ve gotten some reactions, take down, “I can’t go to your game, sorry” and ask, “How do you think Partner B would respond if you said this instead?” and post the large flipchart strip that reads, “I’m not going to your game. Let’s talk later.” Have a few students respond. Ask, “What’s different between the two?” Probe for the fact that the last statement doesn’t explain why and sounds like Partner A is mad or like something’s wrong.

Say, “Clearly, I have some choices as to how I can bring this up – but regardless of what I choose, it’s going to have an impact on how the other person responds. I won’t necessarily know what that impact is until my significant other responds – but I can think before I speak and choose my words carefully. Which is what you are about to do.” (12 minutes)

Choose Your Words Carefully

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

STEP 3: Divide the class into pairs. Then put two pairs together to form a group of four. Say, "In each group of four are two pairs. Each pair will represent one person in a relationship, partner A or partner B. This couple needs to talk about an important part of any relationship: how they're going to deal with technology in their communication with each other and with others about their relationship."

Hold up an envelope and say, "One pair will receive an envelope that reads 'Partner A' and the other, 'Partner B.' Inside are strips of paper with individual statements. You are going to create a conversation between the partners using these statements. Here are the rules:

- a. You can only use each slip once.
- b. You are both interested in staying together – you want the relationship to work!

You will have five minutes for each pair to look through their statements to get a sense of what's there. Then when I say, 'Go,' Partner A will start the dialogue with one of their statements. Partner B will then have a minute in which to put down their response. Partner A shouldn't move forward until I say so." Answer any questions and distribute the envelopes to the pairs and ask each pair to look at them together and start planning how they will use them. (6 minutes)

STEP 4: After a minute or two, say, "Okay – Partner A, let's get the conversation started. Put down your conversation starter. Partner B, don't respond yet." After a minute, check to make sure all the Partner As have gone, then say, "Okay, Partner B, put down your response. Partner A, read what Partner B put down on the desk. You have a minute to come up with your response. Partner B, please wait to respond until I tell you to."

Continue to facilitate this process, giving a minute for each "partner" to go, until each has put down five statements. Walk around the room and check their work, giving guidance as needed. As you walk around, tear off a long strip of masking tape and leave it for each group. (14 minutes)

STEP 5: After the last turn, ask students to stop and reflect on their dialogue. As they are reading through, ask them to take the pieces of tape and tape the dialogue to the desk or table top. Then ask groups of four to carefully walk around the room and read the dialogues of the other groups before returning to their original ones. Ask them to sit together as a group of four for the remainder of class.

Process the activity by asking the following questions:

- What was it like to do that? What was [easy, hard, fun] about it?
- What did you think of the conversation you created overall? Did it work out well or did it seem like they still had things to talk about?
- Thinking about your conversation or any of the ones you observed – what did you notice worked WELL in the "couples" discussions? What did you notice did NOT work well?
- What does this tell you about what's most important when you're trying to have a conversation about something important?

Choose Your Words Carefully
*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

As students respond, write the phrase, “Take-home messages” on the board and record their answers beneath it. If it’s not included by the students, be sure to share the following:

- However you communicate – whether verbally or via text – it’s important to communicate. Otherwise it’s all a guessing game!
- Technology is a big part of all relationships today. Talking up front about what you do and don’t want, and what you do and don’t expect around privacy and the other things we discussed in class is really important.

Distribute and go over the homework assignment. (12 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class activity is designed to achieve both learning objectives, while the homework assignment will reinforce the learning to ensure the objectives are met.

HOMEWORK:

“iRelationship” video clip and worksheet – students are to watch this brief, online video, respond to questions in the worksheet provided and bring their sheets to the next class session.

Note: This lesson was inspired by “Setting Sexual Limits” from Filling the Gaps – http://www.siecus.org/_data/global/images/filling_the_gaps.pdf.

I really like you.

I really like being with you.

I'm so glad that we're a couple.

I really like it when you post photos of us.

I don't want you to post photos of us unless I've seen them and said ok.

Snapchat's ok, but no Instagram posts.

Why don't you ever post pictures of us?

Can I talk to you about something?

I don't like posting photos – they're just for us.

Yes.

Yes.

Yes.

Okay.

I want you to send me a sexy picture of you.

I'm not comfortable doing that.

No.



No.

No.

Sure.

I don't feel like talking right now.

Why are you pushing me?

Me, too.



I really like that people know we're together.

I feel really close to you.

You can trust me.

Everyone does this.

I'm really serious.



I don't want you to check my phone without my saying it's okay.

We should trust each other.

I don't care if you check my phone.

I have nothing to hide, but you need to trust me.

What are you hiding?

I don't like it when you keep texting me and asking where I am.

I don't like it when I text you and you don't respond.

When you only text one word to me you sound mad.

I don't like texting.

We'll only post photos on...

Instagram.

Snapchat.

Other social media if we both agree.

If one of us posts a photo and the other doesn't like it, we'll take it down.

Homework: iRelationship

Name: _____ Date: _____

Instructions: Watch the video, "iRelationship", which you can find online at <https://vimeo.com/22365117> and then answer the following questions about it.

1. Things seemed to be off to a good start between James and Jessica. What changed and why?

2. What was the main thing James was confused about?

3. What was the main thing Jessica was confused about?

4. What was different about Jessica and Ryan's encounter on the bus?

5. What could make James and Jessica's situation better?

Teacher's Guide

Homework: iRelationship

The following offers some possible responses to the open-ended questions connected to the homework video. Student responses that recognize something close to these points, or that bring up other valid points in the teacher's opinion, should be considered correct.

1. Things seemed to be off to a good start between James and Jessica. What changed and why?

James didn't respond to Jessica's final text that first night they were texting, which sent Jessica the message that he wasn't interested in hanging out with her.

2. What was the main thing James was confused about?

Whether Jessica wanted to hang out as friends or whether going out meant they were on a date.

3. What was the main thing Jessica was confused about?

Why James didn't respond after she suggested getting together during their first text chat; also, why James eventually seemed interested, and then took off when they were out together in the park.

4. What was different about Jessica and Ryan's encounter on the bus?

Ryan spoke directly to Jessica. He was clear that he wanted to hang out. Jessica also asked him directly whether it would be a date and he said, again clearly, that it would be.

5. What could make James and Jessica's situation better?

If they avoided guessing what the other wanted or was interested in and just asked – or said so clearly. James and Jessica both talked with other friends about what the friends thought might be going on, but James and Jessica never spoke with each other.

We Need to Talk

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

NSES ALIGNMENT:

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

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

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

TARGET GRADE: Grade 8
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer
- LCD projector and screen
- PowerPoint: "Communication Skills"
- Role Play Scenarios – one handout per every three students, each cut into individual scenarios (three scenarios per triad)
- Pencils in case students do not have their own
- Homework: "Let's Talk" – one per student

ADVANCE PREPARATION FOR LESSON:

- Print out and cut up the role play scenarios as indicated below. Each triad should receive all three scenarios.

LEARNING OBJECTIVES:

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

1. Name at least two characteristics of effective listening. [Knowledge]
2. Name at least two characteristics of effective communication. [Knowledge]
3. Demonstrate proficiency with using effective listening and communication skills in scenarios relating to sexual decision-making and safer sex. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Say, "Today we will be discussing how people communicate, specifically around sexuality-related issues. A lot of times when we try to figure out the best way of communicating with people, we focus on what we say, and how we say it. And that's really important. What we also need to keep in mind, though, is that listening is just as important as speaking. We're going to talk about both today, starting with looking at how we can be good listeners when someone is speaking with us – especially about something really important like making decisions about sexual behaviors." (1 minutes)

STEP 2: Start the PowerPoint, "Communication Skills." Explain that there are five things we should all do when someone is speaking with us to ensure we understand what they're saying – and they feel like they've been heard and understood.

Go through the slide, "Listening is Key!" point by point. Once you are done, ask for a student who you know to be a strong participator in

We Need to Talk

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

class to come to the front of the room and sit with you. Ask this student to talk about one of the things they most love to do. As the student speaks with you, model doing all five of the points on the slide WRONG. Once you are sure you have done all five poorly, stop, look at the class and ask, “What did you notice about what I did as [student’s name] was speaking?”

After the students reflect back how they noticed you modeled each of the points on the slide, ask the student how they felt as they told you about what they enjoy doing. Ask if they felt like you were listening to them. What about what you did made them feel like they were not being listened to?

Ask them to start talking again. This time, model all five of the points on the slide CORRECTLY. Once you are sure you have done all five, stop, look at the class and ask, “What did you notice this time as [student’s name] was speaking?”

After the students reflect back how they noticed you modeled each of the points on the slide, ask the student how they felt as they told you about what they enjoy doing. Ask if they felt like you were listening to them. What about what you did made them feel like they were not being listened to? (10 minutes)

STEP 3: Say, “Once you know how to be a good listener, you need to be a good communicator, too – especially when you’re talking to someone about something you feel strongly about.” Go through the second slide in the PowerPoint, titled, “So Is Being Clear!” Model this by asking another student to come to the front of the room. Say, “I want you to pretend to be the teacher, and I’m the student. My grades are slipping and I want to ask you to give me an opportunity to do some extra credit, okay?”

As in the previous example about listening, go through modeling the four points poorly. For example, you may wish to be really unclear about what you want from the “teacher,” to use “you” statements, such as, “you never want to help me improve my grades!”; to interrupt when the “teacher” speaks; and to not be willing to compromise.

Once you have done this, ask the class, “So, how effective of an exchange was that? What could I have done better?” After they have provided some responses, turn to the student who role-played the teacher and ask whether they would add anything else.

Turn back to the class and ask whether anyone would like to try asking this “teacher” for extra credit. When the volunteer comes to the front of the room, remind her/him that they are to try to do the steps well. Give them a few minutes to ask their “teacher” for extra credit, keeping the slide up so the student can refer back to the points.

Once the student has completed their request, ask the rest of the class and the “teacher” how they think the student did. After the feedback, say, “So, to summarize – any kind of discussion between people involves paying attention to both what we say and how we listen. If we miss any of these steps, that’s when misunderstandings can happen.” (9 minutes)

STEP 4: Say, “These examples were about something fairly easy to talk about – grades and extra credit. Let’s look at what it’s like to apply these tips to a conversation about sexuality.”

Break the class into groups of three. Tell them that two of them will be practicing their communication and listening skills using a scenario you will provide, and the third person will

We Need to Talk

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observe in order to tell them how they did. Let them know that they will be given three different scenarios, and that they will switch each time so that everyone will be the observer once.

Switch to the third PowerPoint slide and keep it posted as a reminder to the students as they role play. Distribute the scenario and ask them to decide who will play each role. Tell them they will have approximately 3 minutes in which to role play.

Once 3 minutes have elapsed, ask students to stop their role plays and the observers to comment on how the first two students did. After about 2 minutes, thank the observers and ask the students to decide who will be playing which roles for the next scenario. Distribute scenario #2 to the students.

Repeat the process as before, reminding the students who are participating in the role play that they have approximately 3 minutes. After 3 minutes, ask them to stop and have the observer weigh in on what they saw. After 2 minutes, thank the observers and ask the students to switch so that the student who has not yet been the observer is now the observer and the other two students can participate in the final scenario role play. Distribute the scenario and remind them they have about 3 minutes in which to role play. As before, ask students to stop after 3 minutes and ask the observer to share their impressions. After about 2 minutes, thank the observers. (17 minutes)

STEP 5: Process the experience by asking the class, "When it came to your small groups which of these things [indicating the PowerPoint slide] do you feel you tended to do well? Not as well? Why do you think that is?" (5 minutes)

STEP 6: Ask everyone to take out a piece of paper and something to write with. Ask them to put their names at the top. Then ask them to write down which of the points about speaking and which of the points about listening resonated with them the most. Then ask them to write down one way they plan to use what you just did in class out in their own lives. Let them know they have about 5 minutes in which to write their answers. (6 minutes)

STEP 7: After approximately 5 minutes, ask the students to pass up their reflection sheets. Explain the homework assignment, which involves having a conversation with a parent/caregiver and practicing the skills you learned in class. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The small group role plays will achieve the first two learning objectives and provide an opportunity for students to receive feedback on their understanding of the communication and listening skills discussed in class. In addition, the brief self-reflections at the end of class will achieve the third learning objective and enable the teacher to ascertain which of the points resonated with the students and how they intend to use these skills in the future.

HOMEWORK:

"Let's Talk" worksheet – ask students to complete the worksheets and bring them to the next class with them.

Scenario One

Person one: You are at the beginning of a relationship with someone and are thinking it might go to the next level sexually. You don't think they've been with anyone else so you don't think you need to use a condom. You're excited to tell your friend about your plans!

Person two: Your close friend is at the beginning of a new relationship and is thinking of taking it to the next level sexually with the person they're seeing. Unfortunately, they have zero interest in using condoms. You want to try to convince them that it's important to do so if they want to avoid STIs and/or pregnancy.

Scenario Two

Person one: You have every intention of staying abstinent until you're older. That doesn't mean, however, that you're against showing affection in other ways that don't carry a risk for STIs and/or pregnancy. Person two is the person you've been seeing – and who wants to start having sex with you. How can you let them know you want to stay in the relationship but stick with your decision to wait to have sex?

Person two: You have never had sex before, but you've dated and kissed and made out with people. You really like person one and have been spending a lot of time together. You feel like if there's anyone you could have sex with, it's them – but they seem to want to wait. Can you see whether you might be able to get them to change their mind?

Scenario Three

Person one: You and person two have talked about it and think you're ready to have sex for the first time. Neither of you has ever had sex before. I mean, you've done other stuff with people, but not sex. Do you need to speak with person two about safer sex or are you good? How do you do that?

Person two: You and person one have talked about it and think you're ready to have sex for the first time. You haven't really had intercourse before – I mean, there was that one time when you got pretty close to it – but that doesn't really count, does it? Do you need to speak with person two about safer sex or are you good? How do you do that?

Homework: Let's Talk...

Dear Parent/Caregiver:

Today in class, we learned some new communication and listening skills. Because our unit now is on human sexuality, we practiced those skills within the context of sexual decision-making.

For homework, we'd like you to have a brief conversation with your 8th grader about something you'd like them to know relating to sexuality. Not sure what to ask about? Here's a list of some possible topics:

- At what age do you think it's okay for people start having sex and why?
- What's the best way of making sure you treat a romantic partner with respect – and that you are also treated with respect?
- When you are ready to be in a sexual relationship, what's the best way of talking about safer sex with your partner?

Please know that you will not be asked to share the content of your conversation, so it can be about any of these or a totally different sexuality-related topic.

Once you've had this conversation, please sign below and ask your 8th grader to respond to the question that follows. Then ask your child to return it during the next class.

Student Name: _____

Parent/Caregiver Signature: _____

Dear Student,

Which of the listening and communication skills did you use in your discussion with your parent/caregiver? How did it go?

We Need to Talk

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Listening Is Key!

From The Random Acts of Kindness Foundation

- **Look at the person who is speaking**
- **Concentrate on what is being said**
- **Respond by nodding or answering questions**
- **Ask questions if you do not understand or need more information**
- **Drop all other distractions or activities**

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So Is Being Clear!

- **Say what you want, directly.**
- **Use “I” statements**
- **Listen to what the other person says they want.**
- **If you agree, great – if you don’t, how can you compromise?**

Effective Negotiation!

- **Communication is rarely one person speaks/ texts, the other person responds, and it's over.**
- **Negotiation means saying what you want – and making your case in a way that respects the other person's needs, too.**
- **Communication and negotiation are about sometimes getting what you want, sometimes letting the other person get what they want, and sometimes compromising between the two.**

Remember...

When Listening...

- Look at the person who is speaking
- Concentrate on what is being said
- Respond by nodding or answering questions
- Ask questions if you do not understand or need more information
- Drop all other distractions or activities

When Speaking...

- Say what you want, directly.
- Use “I” statements
- Listen to what the other person says they want.
- If you agree, great – if you don’t, how can you compromise?

Talking Without Speaking: The Role of Texting in Relationships

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

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

NSES ALIGNMENT:

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

HR.8.CC.5 - Describe the advantages and disadvantages of communicating using technology and social media.

HR.8.INF.2 - Analyze the impact of technology and social media on friendships and relationships.

TARGET GRADE: Grade 8
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with PowerPoint on it
- Worksheet: "Beth and Sam" – enough copies for half the class
- Homework: "Let Me Think About It" – one per student
- White board and markers (at least one marker should be red, and one should be green, if possible)
- LCD projector and screen
- Powerpoint: "Talking by Texting"

LEARNING OBJECTIVES:

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

1. Name at least one thing they do and don't like about communicating via text. [Knowledge]
2. Identify at least two ways in which people can miscommunicate via text and the impact these miscommunications can have on their relationship with another person. [Knowledge]
3. Explain at least one way of texting clearly and respectfully with another person in an effort to avoid misunderstandings. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Say, "Today we are going to be talking about the types of social media you all tend to use, and what you do and don't like about them. What are you currently using?" Record the list on the board.

Examples might include:

- Instagram
- Vine
- Facebook
- Snapchat
- YouTube
- Tumblr
- Twitter

Once you have a list brainstormed ask, "What are the things you like about these? What don't you like about them?" With the green marker, record what they say they like, and use the red marker to record what they say they don't like.

Talking Without Speaking: The Role of Texting in Relationships

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

Ask, “How many of you have ever messaged with someone, either using a phone for texting or some other app?” After a few hands have been raised ask, “Have you ever misunderstood what someone meant when they messaged you – or had someone misunderstood what you meant?” After a few responses say, “It’s really common for this to happen. Let’s take a look at why that might be, and what we can do about it.” (8 minutes)

STEP 2: Start the PowerPoint, “Talking by Texting.” Say, “Sometimes we don’t know what a person means because there’s no feeling behind the text. Or, people use shorthand – they think they’re being super clear, but we’re not sure what they mean, and vice versa. Let’s take a look at a few examples.”

Go to slide #2, and go through each example one at a time. Use the following as a guide:

Example One: Someone writing “Thx” vs. “Thanks” can sometimes communicate flirting – or just affection if it’s done between friends or family members. In other cases, it’s just a quick short-hand, and have no meaning behind it.

Point out that person one said “I enjoyed hanging with you yesterday” but person two did not say, “Me, too.” Ask students whether they noticed that, and what they think. If they were Person One, how could they follow up to see whether Person Two enjoyed hanging out with them?

Example Two: Ask the students what they think Person Two is saying in their response, as well as how Person One might interpret that answer. Ask them to share what they think Person Two could have done differently.

Example Three: Ask students about Person Two’s response. Explain that with punctuation in texts, the number used communicates different things. One question mark would have communicated confusion – three can communicate “I’m annoyed with you.” Ask what Person Two could have said to be clearer.

Example Four: Ask students what the symbol on the slide means, probing for “I’m texting you back.” Talk about how it feels to be waiting for a response – or how it feels to see those, have them disappear, and then reappear. This communicates that the person is writing and re-writing their response. In other cases, people aren’t planning to respond, but hit a random letter, and so the dots will remain there until they delete the random letter. This can be really confusing to and raise anxiety for Person Two, depending on what they’re discussing.

Example Five: Ask, “What are some reasons why a person may not text another person back?” Probe for:

- They may not feel like talking/not like you
- Somebody may have come up to them
- They might have gotten another text from someone else
- They might have gotten distracted

Say, “Has anyone ever been ignored by another person? What does that tend to feel like?” After a few responses, go to the next slide and say, “Not responding at all to a text is like

Talking Without Speaking: The Role of Texting in Relationships

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

ignoring someone. And even though you may have a reason for not responding, the other person doesn't necessarily know that. Go to Slide #5 and say, "Emojis can help – as you know, this represents only a small number of what's out there! The only problem is—" go to slide 6—"even Emojis can't communicate everything you're trying to communicate sometimes. Say Person One asks Person Two to hang out – A thumbs up is pretty clear that Person Two is up for it; what could the second Emoji communicate? How about the last two?" If it's not mentioned, talk about how the fourth Emoji can be used to communicate an expectation of doing something sexual. (13 minutes).

STEP 3: Ask whether they know of anyone who had a fight with a friend or boyfriend or girlfriend via text or other messaging. Ask for examples of what the fight was about. Pull out themes, probing for issues relating to what was said and how it was said – as well as how each person responded.

Say, "Talking by text is really similar to talking in person or talking over the phone or by Skype – but there are some real differences. Let's figure out how we can text in ways that are clear – and don't put us into awkward or even unsafe situations."

Divide the class into pairs. Hand out the Beth and Sam Worksheet and ask for individual volunteers to read the first three paragraphs aloud. Tell pairs they will have about 10 minutes to read the text dialogue and answer the questions on page 2 together. (12 minutes)

STEP 4: After about 10 minutes, process in the larger group by going through the questions on the worksheet. Make sure to make the following points:

- Just like with in-person conversations, people can misunderstand or miscommunicate via text.
- The main difference between a difficult conversation or disagreement via text rather than having it in person is that a person can put down their phone and not respond, which can feel hurtful and disrespectful to the other person.
- Texts that you thought were fine to send but were misconstrued by another person can be forwarded on to other people, which can blow the situation out of proportion and make a private disagreement public. (15 minutes)

STEP 5: Distribute the homework sheet, which asks them about their own use of cell phones to communicate with others, and ask them to return it during the next class session. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first learning objective will be accomplished during the whole-class brainstorm activity. The second learning objective will be addressed during the short PowerPoint presentation and discussion, and reinforced by the paired worksheet activity, the latter of which will also fulfill the third learning objective.

HOMEWORK:

Students will complete a self-assessment of their own cell phone use with a specific focus on communicating via text.

Beth and Sam

Beth and Sam have been going to the same schools since Kindergarten. They only knew each other to say hi, but never really spent time together. When they got into middle school, things started to change – they started looking for each other in the hallways and then looking away and smiling. They also started asking other friends about each other. Finally, near the end of 8th grade, Sam got Beth's number and texted her: "Hey."

Beth responded with, "Hey you ;)" and Sam said, "sup?" and the texting went on from there. About a half an hour later, Sam asked Beth if she wanted to hang out after school the next day, and she said she did. Within a few days, they were officially a couple.

Sam and Beth spent a lot of time together. They also texted a lot – even just quick texts like, "hey boo" and "love u." About a month into the relationship, Sam noticed those quick texts weren't coming as often. He wants to talk with Beth about it but isn't sure how.

Here's what he tried:

Hey u ok? S

Yes. Why wouldn't I be ok? B

IDK. You seem off. S

? B

What does off mean? B

Like there's something wrong w me? B

Chill I mean u seem like distant. NM. S

Don't tell me to chill I hate that. B

You can't say never mind. You brought it up. B

Hello?? B

I shouldnta said anything. We're good. S

Um no we're not good... B

Names: _____

QUESTIONS:

1. What happened here? _____

2. What made it go from being a friendly text to an argument? _____

3. Why do you think Beth responded to Sam's text as she did? _____

4. How did Sam's response to Beth make things worse, not better? _____

5. Now that this has happened, what do you think Sam should do next? What do you think Beth should do next? _____

Let Me Think About It:
How I Use Technology to Communicate

Name: _____ Date: _____

Instructions: Fill out the following survey about how YOU use technology to communicate with others in your life.

1) Do you own a cell phone? Yes No

If yes, at what age did you get your cell phone? _____

If no, why not? _____

2) What do you use your cell phone for? (Check all that apply):

Talking to friends/a boyfriend or girlfriend _____

Texting with friends/a boyfriend or girlfriend _____

Taking and sharing photos on SnapChat, Instagram or other social media? _____

On social media sites like Facebook or YouTube? _____

Playing games? _____

5) What do you like about being able to text with friends/a boyfriend or girlfriend?

6) What do you NOT like about texting with friends/a boyfriend or girlfriend?

7) How do you think your life would be different if you didn't have technology to communicate with other people?

(Adapted from *Where Do You Draw Your Digital Line?* <http://www.expectrespectaustin.org/uploads/general/pdf/that's%20not%20cool%20lesson%20plans%20for%20teachers.rev.pdf>)

Talking by Texting

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You're Person One. What do you think Person Two is saying to you?

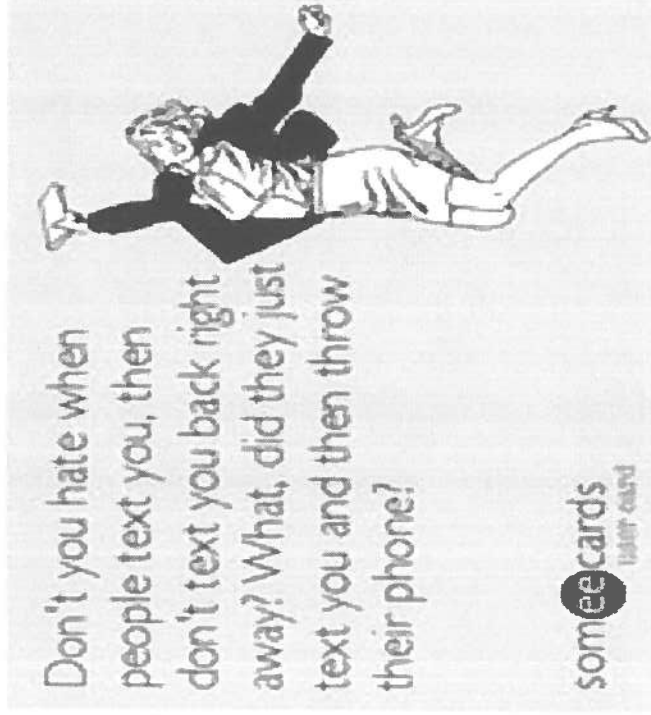
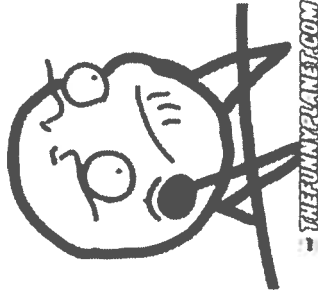
- **Person One: "Liked hanging with you yesterday"**
- **Person Two: "Thx"**
- **Person One: "Hey, I was just thinking about you!"**
- **Person Two: "KK"**
- **Person One: "Thanks for the present. See you tmw!"**
- **Person Two: "???"**

You're Person One. What do you think Person Two is saying to you?

- **Person One: "You're kinda awesome"**
- **Person Two:**
- **Person One: "You haven't texted me, wth???"**
- **Person Two:**

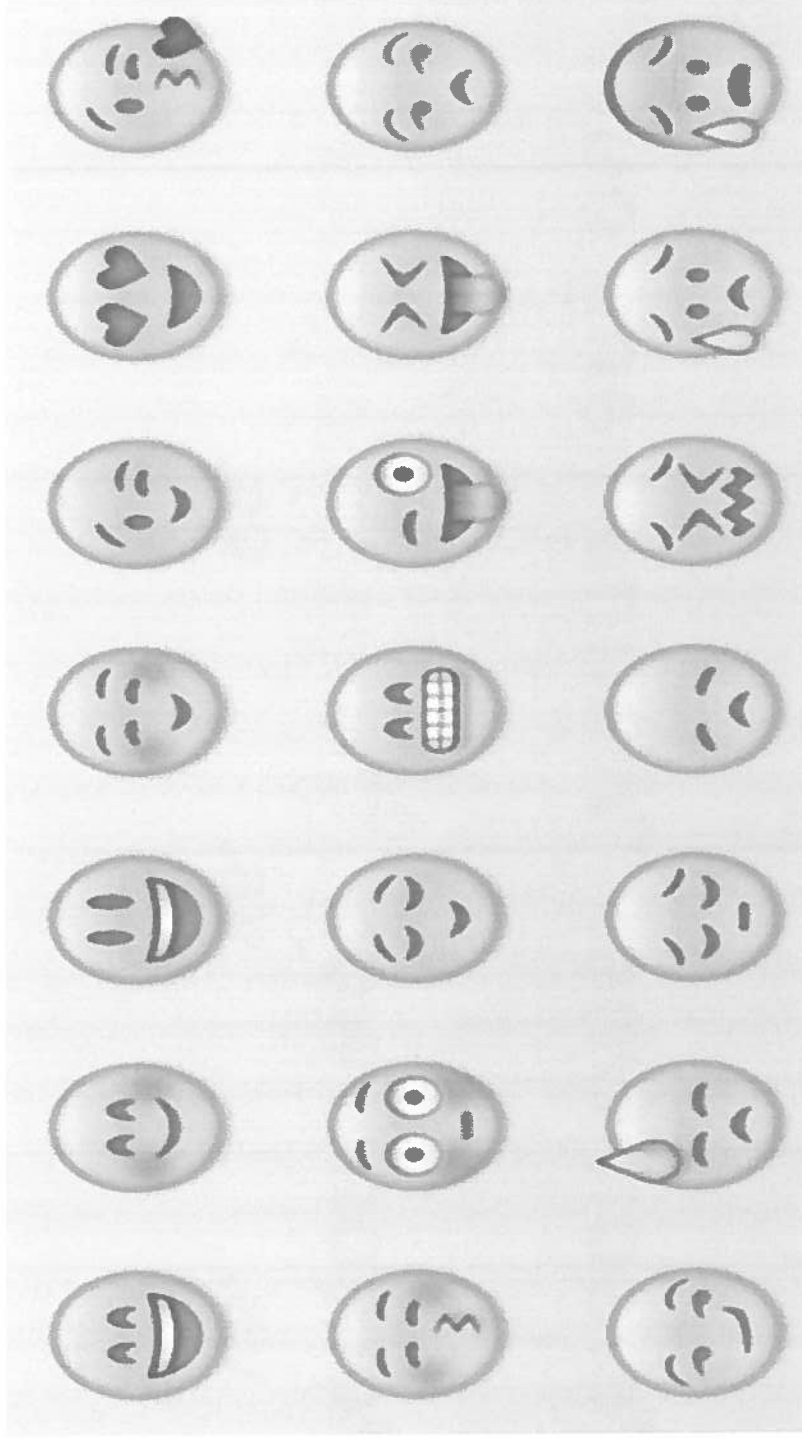
I text you, you
dont text back,

I feel
stupid.



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Emojis help...



...but even emojis are limited

• **Person One: “Wanna hang out?”**



• **Person Two:**

vs.



vs.



vs.



Warning Signs: Understanding Sexual Abuse and Assault

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

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

NSES ALIGNMENT:

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

PS.8.CC.1 – Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

PS.8.CC.2 – Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong.

PS.8.AI.1 – Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted.

TARGET GRADE: Grade 8
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop connected to the internet
- LCD projector and screen
- White board and markers
- Newsprint paper and markers (if pre-writing the chart is described on page 4)
- Homework: "Taking Action: Making Sexual Assault Stop" - one per student
- Pencils in case students do not have their own
- Speakers to project audio from videos

ADVANCE PREPARATION FOR LESSON:

- Make sure you have internet access in your classroom and that you have had these links unblocked for your use:
 - Rape and Sexual Assault: <http://www.hrmvideo.com/catalog/rape-get-the-facts>
 - The Signs: <https://vimeo.com/85676862>
- Right before class, open the videos and make sure they are working; keep the links open and minimized so they are ready when you need them.
- Be sure to tell the school counselor that you will be addressing this topic in class and invite them to sit in in case a student discloses any current or past abuse or is triggered by what is discussed. If the counselor is not available, you may wish to follow up with them after the class as needed to let them know whether you observed anything in any of the students that would make you feel concerned and merit follow-up.
- If the school counselor is not available, it would still be useful to have another adult in the classroom in case a student needs to step out of the class or is otherwise particularly distressed by the material.

LEARNING OBJECTIVES:

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

1. Name at least two different types of sexual assault. [Knowledge]
2. List at least one example of each of the following: mutual consent, unfair manipulation, threats and aggression. [Knowledge]
3. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted. [Knowledge]
4. Demonstrate an understanding of how to report a sexual assault or abusive relationship. [Knowledge, Skill]

Note to the Teacher: Another option for addressing this topic that can be very powerful is to have survivors of relationship abuse or sexual assault come to speak with your class. Regardless of whether you choose to do that or conduct the lesson as written, be sure to coordinate with your school counselor, as discussing the topics in this lesson can be overwhelming or triggering for some students who may

Warning Signs: Understanding Sexual Abuse and Assault

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

have experienced assault. If you do choose to present a panel, be sure to vet your panelists thoroughly. Try to invite survivors of different genders to break stereotypes that only men abuse and only women are abused.

In addition, regardless of whether you have a panel or use this lesson, it is a good idea to let students know during the previous class that you will be addressing this topic the next time you meet with them. This gives those who may be survivors of abuse or trauma who may wish to miss this class session to avoid being triggered and re-traumatized the opportunity to take care of themselves.

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Explain to the students that you are going to be talking about a particularly intense topic today – sexual abuse and assault. If you have already created groundrules for your classroom, be sure to highlight them before starting the lesson. If you don't have any already created, explain to the students that you are going to ask them to be particularly sensitive and respectful during this class session. (2 minutes)

STEP 2: Say, "Talking about sexual abuse and assault and harassment can sometimes be really clear and straight forward. For example, you may know already that rape and sexual assault are when someone is forced to do something sexual they don't want to do. Let's take a quick look at some basic information about sexual assault."

Play the video clip, "Rape: Get the Facts" from:

<http://www.hrmvideo.com/catalog/rape-get-the-facts>.

Stop the video at 2:00 after McPherson says, "It's a men's issue."

Ask the students, "What facts stood out to you about this clip?" Probe for the following:

- That sexual abuse and assault happens so often in the US
- That it happens so often to people when they're really young
- That most people know the person who assaulted them
- That it happens to boys and men, too
- That it happens to people of all races and ethnicities and other backgrounds

Warning Signs: Understanding Sexual Abuse and Assault

*A Lesson Plan from Rights, Respect,
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Ask, "What do you think one of the women interviewed meant when she said, 'rape is about power and control, it's not about sex?'" (As you ask this, be writing the phrase, "rape is about power and control, it's not about sex" on the board).

Probe for:

- People who rape aren't concerned about what the other person wants – it's all about "conquering" the other person and getting them to do what they want them to do.
- Even though the overpowering is done through a sexual behavior, the overpowering of the other person is the turn-on, it's not the sex act. People of all ages, body types and appearances are raped or sexually assaulted. It's not about physical attractiveness, it's about someone deciding that another person is vulnerable in some way and taking complete control away from that person.

Say, "The social worker talking about boys and men who are sexually assaulted said, 'For a boy or man to report a sexual assault really takes a lot.' Why do you think it may feel more difficult for boys and men to report sexual assault?" Probe for:

- Because if a heterosexual guy is assaulted by another guy, he may be worried that other people think he is or "will become" gay because of what happened (be sure to tell them this is not the case).
- If the guy who was assaulted actually is gay, he may feel unsafe reporting it to someone else because he might be worried they'll discriminate against or further victimize him (or simply not care).
- If the rapist is female, he may feel like no one will believe him – or won't understand why he could not overpower her or otherwise get away.

Say, "Don McPherson, the last person who spoke in the clip, talked about how people often think of rape and sexual assault as women's issues, since the majority of people who report being assaulted are women. What do you think he meant when he said that rape is a men's issue?" Probe for:

- Even though anyone of any gender can assault a person of any gender, the vast majority of rapes and sexual assaults in the world are committed by men. So in addition to helping people who are survivors of rape and sexual assault, we need to focus on trying to keep boys and men from ever believing they have a right to force someone else to do something sexual.
(15 minutes)

STEP 3: Say, "I mentioned before that when someone forces someone to do something they don't want to do, it's pretty clear cut that it's sexual assault. But what happens when it's unclear? We're going to do an activity now where we look at what's okay and not okay when it comes to sexual touch and behaviors – how we can be clear about what we do and don't want to do – and how we can be sure to recognize whether the other person is really giving their consent to – meaning, actively saying "yes" and that you are sure they want to be kissed or touched by you." (2 minutes)

Warning Signs: Understanding Sexual Abuse and Assault

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STEP 4: Either have the following written on the board with the video screen covering it, or have it pre-written on newsprint and post it at this point:



Say, “I’m going to start at the far right, because we just talked about this, and as I said, it’s the most obvious and easily recognizable example of sexual touch that is never okay, and illegal.

Rape/Sexual Assault is when someone forces another person to perform a sex act, such as vaginal, oral or anal sex. This includes when someone uses an object to – and in some states, even a finger.

Aggression is more random touching – like someone walks by someone and pinches them or touches a sexual body part – where the act is over before the person could have even given their consent. This is a type of assault, even if it may have been intended as a joke or as teasing.

Threats refers to when someone tells the other person that if they don’t do something sexual with them, there will be consequences that are not physical – for example:

- ‘If you don’t have sex with me, I’ll go out and find someone who will.’
- ‘If you don’t have sex with me, I’ll just tell people you did anyway.’
- ‘If you don’t do this, I’ll forward those sexy pictures you texted me to everyone you know.’

Unfair Pressure is when someone uses what they know is important to the other person to get that person to do what they want. It’s not restricted to sexuality-related things, but we’re going to keep focused on that. For example:

- When someone says, ‘I love you’ to someone even if they don’t, because they think saying that will get that person to do something sexual with them.
- When someone keeps pressuring the other person, knowing that that person will eventually give in just to make the pressure stop.

Mutual Consent:

Mutual consent is essential in any relationship. It’s when both people actively say what they want, and both people agree to any behavior that they are going to do together. When we are talking about doing something sexual in nature, you need to ask your partner if they want to do it. Do they want what you want? Never assume that just because someone doesn’t verbally say “no” it means that they are good with it, always ask. And if you can tell your partner doesn’t feel right about doing something, back off and consider something else.”

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Likewise, if you don't feel right about doing something, speak up and say it."

Say, "That was a lot to go through! What's your reaction to seeing all these? Do you have any questions?" (14 minutes)

STEP 5: After answering any questions or facilitating comments from the class, say, "Remember the part in the last video when it said that in most cases sexual assaults are committed by someone who knows the person they assault? This can, unfortunately, also be a family member. When it's committed by a family member it's called 'incest.' And sometimes, it can be a partner or spouse who is abusive, whether physically or not. For the next part of class, we're going to take a look at some of the abuse that can happen in those types of relationships."

Show the video clip, "The Signs."

Process by asking the following questions:

- "How do you think Amanda is feeling when Nick first asked her out?"
- "What was the first sign that there was something off about the relationship?"
- "How did Nick respond after their first argument? Do you think this was a healthy way to respond or not?"
- "Where would you put the different interactions between them on the chart?" Write these up on the board/newsprint.
- "When the relationship started moving from Mutual Consent to the right, what impact(s) did it have on Amanda? What about on her best friend, Ashley?" (14 minutes)

STEP 6: Say, "We often hear the term 'dating or domestic violence,' when abusive relationships may not be physically abusive at all. The point here – and the theme that runs throughout these videos and all the information we have been discussing during this class -- is 'power and control.' And while you may hear 'power and control' and think that's something you'd want -- it's not something that should be a part of a healthy relationship. So even if you're the one doing the manipulating and controlling, your relationship isn't healthy. And keep in mind – some of the behaviors we've been talking about are also illegal.

Someone who is being abused or assaulted should speak up if they can so that others can help make the abuse stop and so that it won't happen to someone else."

Say, "The first step in making it stop is to know how. So the homework for this class will be to visit at least one of the websites on the sheet I'm about to hand out to you and answer some questions I've asked." As you distribute the homework assignments, say, "This is a very intense topic we've discussed. The school counselor knows we were going to talk about this today. So if you have more questions and you want to talk about this more, you can speak with the school counselor – or of course, you can always come to me to talk." (3 minutes)

Warning Signs: Understanding Sexual Abuse and Assault
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**RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION
OF LESSON:**

This lesson is very affective and discussion-based; as such, the teacher will need to assess understanding of the first four learning objectives and material during the discussions as part of student participation. It is also important to keep in mind that if students have had any personal experience with abuse or assault, they may participate less – which does not necessarily mean they are not understanding the material. The homework assignment will give students the opportunity to demonstrate their understanding of some of the class content, while also achieving the fifth learning objective.

HOMEWORK:

Students will be given a sheet listing several websites that are age-appropriate for them that lists additional facts, as well as information about how to report abuse or an assault, and will be asked to visit at least one site and respond to several questions about it.

***Note to the Teacher:** Be sure to return these homework sheets to the students after you've reviewed them so they will have the website information to keep moving forward.*

***Note:** Consent chart adapted from an activity in the curriculum "Sexual Violence in Teenage Lives: A Prevention Curriculum." Planned Parenthood of Northern New England, 1994.*

Homework:
Taking Action Make Sexual Assault and Abuse STOP

Name: _____ Date: _____

Please choose one of the following websites and respond to the questions listed below about that site:

- Break the Cycle: <http://www.breakthecycle.org/>
- Love is Respect: <http://www.loveisrespect.org/>
- Rape, Abuse and Incest National Network (RAINN): <https://rainn.org/>

Which site did you visit? _____

1. Name two facts about sexual abuse or assault from your site that you didn't know already:

- a. _____
- b. _____

2. What is this site's phone hotline or text line for talking with someone about an assault or abuse?

3. If you knew someone who had been assaulted or abused, would you refer them to this site? Why or why not?

Birth Control Basics

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

NSES ALIGNMENT:

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

PR.8.CC.3 - Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.

PR.8.CC.4 - Define emergency contraception and its use.

PR.8.AI.2 - Identify medically-accurate information about emergency contraception.

TARGET GRADE: Grade 8
Lesson 8

MATERIALS NEEDED:

- Index cards – one per student
- One set of the seven method cards for students' use
- One set of the seven method cards with two additional copies of the "Dual Protection" card for use by teacher
- One set of the three category cards
- Newsprint – one piece, posted at the front of the room
- Markers
- Masking tape
- Optional – a birth control kit with the above methods to show students (Note: Many Planned Parenthoods sell birth control kits as does Total Access Group here http://www.totalaccessgroup.com/contraceptive_demonstration_educator_kit.htm)
- Homework – Birth Control Basics – one per student

ADVANCE PREPARATION FOR LESSON:

- Print one set of the three category cards with one each of the following per page:
 - Protects for a Few Years (Long-Acting Methods)
 - Protects for a Month (Short-Acting Methods)
 - Protects right now
- Seven method cards copied double-sided so that the method is on one side and the three statements are on the other side – two sets needed as noted in the materials section
 - abstinence
 - external condoms
 - pills/patch/ring
 - IUDs/shot/implant
 - withdrawal
 - emergency contraception
 - dual protection

LEARNING OBJECTIVES:

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

1. Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy. [Knowledge]
2. Correctly recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, which makes using effective birth control important. [Knowledge]
3. State correctly what emergency contraception is. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

Birth Control Basics

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

PROCEDURE:

STEP 1: Introduce the topic by explaining that birth control, sometimes called contraception, is a way to prevent a pregnancy if a different sex couple has vaginal sex. There are many different kinds of birth control that work by preventing the sperm and egg from joining in a variety of ways, if they are used consistently and correctly. This means the method is used every time the way it was intended. (2 minutes)

STEP 2: On the left end of the board draw a horizontal line running all the way to the other end of the board.

Note to the Teacher: You're creating a timeline. On the left end write the typical age of your 8th graders, likely 13 or 14.

Explain to students that this lesson will look a bit at their future through the end of middle school, over the summer and into high school.

Ask students to raise their hands if they think they may want to have children or become parents someday. Acknowledge that some might and some might not and either is fine. Ask students what someone would need to do in order to be ready to have a child. As students brainstorm responses, write them on the newsprint posted near the timeline you have created. Students will likely suggest things like have money, have a job, have a place to live, etc. Ask students, "Based on all the things on this list, what is the best age to have children, knowing that people's personal experiences can vary a lot?" (As students call out answers, write them under the timeline with a tick mark indicating where they fall. Students might give answers ranging from late teen years to early adulthood.) Summarize by saying, "Okay, now that we know what someone who wants children has to do to get ready by ages (insert ages they gave you), let's look at what they can do to reach those goals." (5 minutes)

STEP 3: Draw a stick figure above the timeline all the way to the left side. Introduce the stick figure you have drawn by stating they are currently an 8th grader like you. Say, "The stick figure wants to have children someday, but not any time soon. They are trying to decide if they should have vaginal sex or not. Let's imagine that they wait until they are older—maybe 16 before they have vaginal sex."

Note to the Teacher: Write the age of 16 on the timeline above where the stick figure is.

Say, "And this person also agrees with what we've brainstormed about what they need to do in order to be the best parent they can be. So maybe they want to wait until they are out of high school before they have children. Generally someone is done with high school at age 18."

Note to the Teacher: Write the age 18 on the timeline a few inches down from where you wrote age 16.

Say, "So once this 8th grader is done with high school, have they done everything on this list we created?"

Note to the Teacher: Generally the answer is "no" but allow students to respond authentically here since some may be children of young parents.

So, let's say this person wants to wait a few more years after high school to have children, maybe until they're 21 years-old."

Birth Control Basics

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

Note to the Teacher: Write the age 21 on the timeline a few inches down from age 18.

Say, "Now let's do some simple math. If this stick figure decides to have vaginal sex while they are age 16 but doesn't want to have children until age 21, how many years do they need to protect themselves from starting a pregnancy?"

Note to the Teacher: The answer should be 5 years.

Say, "We know the most effective way for this stick figure to absolutely make sure that they don't start a pregnancy is by delaying having vaginal sex, until they are older. So let's imagine that our stick figure is able to do that. Maybe they show their affection for people they are dating in other ways, but they do not have vaginal sex until age 17.

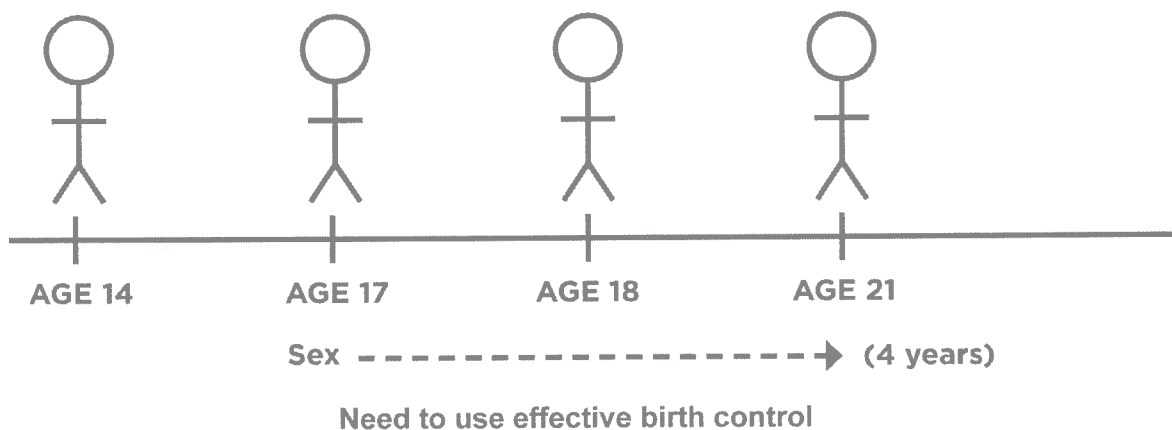
Note to the Teacher: Write the word "sex" under the age 17 on your timeline.

Now, between age 17, when they decide to have vaginal sex, until age 21, when they think they want to start having children, how many years is in between there?"

Note to the Teacher: The answer is 4 years so draw an arrow under the timeline from age 17 to 21 and the words 'need to use effective birth control'.

Say "So we have narrowed the gap a bit by waiting from 5 to 4 years. But, four years is still a really long time! So this stick figure, if they decide to have vaginal sex will need to use effective birth control during that time period to make sure they don't start a pregnancy until they want to. And keep in mind that we're only talking about pregnancy today, but they will also need to protect themselves from STDs too."

Note to the Teacher: At the end, this is what your timeline should look like. (5 minutes)



STEP 4: Explain by saying, "There are many methods of birth control available to people who want to wait to have children until later in life or who may never want to have children." Introduce the three categories and tape each category to the board to form three columns as you talk. Say, "All of these methods work a little differently but some protect right now, some protect for a short time, like one month, and some protect for a long-time, sometimes even a few years." Review the following 7 methods of birth control one at a time by showing the card with name of the method on it, stating the information about the method below and then tape the method card in the correct column you have already created.

Birth Control Basics

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“Abstaining from vaginal sex is the only 100% effective way to prevent pregnancy when done consistently and correctly. In fact, it is the method used by most 8th graders. Ask students what you mean by “when done consistently and correctly.” Affirm or correct their statements until you feel satisfied that they understand that abstinence only works when people use it every time. This means a penis not going inside another person’s vagina. Tell them that most people are not abstinent forever but choosing to delay having sex until you are a bit older can be a very healthy choice.” [Place in the “protects right now” category.]

“External condoms (sometimes called male condoms) are worn on a penis. Anyone can buy them at the store (including 8th graders) and they are very effective at preventing pregnancy when used consistently (meaning every time a couple has vaginal sex) and correctly. They also have the added bonus of protecting against most sexually transmitted diseases or STDs.” [Place in the “protects right now” category.]

Note to the Teacher: You will notice that we use the phrases “external” condom. Explain that, while students may be familiar with the terms “male” condom, you are using these terms to reflect how the methods are used, rather than to assign a gender to them.

“The birth control pill, the patch and the ring all contain hormones that are very effective at preventing pregnancy. The patch and the ring work for a month at a time and then have to be replaced. The patch you replace once a week and the ring you replace once a month. The pill needs to be taken once a day, at the same time every day. A pack of pills lasts one month and then you need to start the next pack. These are called short-acting methods that you can get from a clinic.” [Place in the “short-acting- protects for a month” category.]

“Most IUDs, the shot and the implant contain hormones that are very effective at preventing pregnancy for anywhere between a few months (3 months for the shot) and many years (up to 10 for some IUDs). These are called long-acting methods that you can get from a clinic too.” [Place in the “long-acting- protects for a few years” category.]

“Withdrawal, often called pulling out, is when a penis is removed from a vagina before sperm are ejaculated to prevent pregnancy and while it is not as effective as some other methods, it is definitely better than not using anything. It is not, however, the same thing as abstinence.” [Place in the “protects right now” category.]

“Emergency contraception, often called Plan B, is medicine that is taken after unprotected vaginal sex to prevent pregnancy and the sooner it is taken after vaginal sex, the more effective it is.” [Place in the “protects right now” category.]

“Dual protection is when people who have vaginal sex want to get the most effective protection possible by using a condom in addition to another method (a condom and the pill, a condom and the IUD). This doubles their protection and helps protect them against both unintended pregnancy and sexually transmitted diseases. But this does not apply to using two condoms at the same time, which should not be done, as that can cause the latex to break.” [Place a dual protection sign in all three categories to show that a wide variety of methods can be used together.] (15 minutes)

Note to the Teacher: At the end, your board should look like this.

STEP 5: Explain that the next activity will help students learn a bit more about the benefits of the various methods and how well they work when they are used correctly and consistently. Explain that the class will be playing a game called “Which One is Not True.” Select seven student volunteers and have them come to the front of the room.

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Protects Right Now	Protects for a Month (Short-Acting Methods)	Protects for a Few Years (Long-Acting Methods)
Abstinence	Pills/Patch/Ring	IUDs/Shot/Implant
External Condoms	Dual Protection	Dual Protection
Withdrawal		
Emergency Contraception		
Dual Protection		

Note to the Teacher: Select students who you think would not be too embarrassed to participate and can handle the activity maturely.

Give each of the seven volunteers one of the seven method cards and have them review the three statements on the back of the card to prepare to read them aloud to the class.

While volunteers are preparing, explain to the rest of the class that each of the seven students will be representing one of the methods of birth control that are on the board. The students will be sharing three statements about the method but only two will be true and one will be a lie. The class needs to decide which statement is the lie and be able to explain why it's a lie.

Once the seven students are ready, have them reveal which birth control method they are and read aloud the three statements. Ask the class to guess which statement is the lie and explain why it's a lie adding in accurate information as needed and correcting any misinformation that might come up. Continue playing until all seven methods have been shared. Once done, thank the volunteers and have students return to their seats.

Note to the Teacher: You can turn this activity into a competitive game with teams and points if you think your students will respond well and you have the time and set-up that would allow this. (20 minutes)

STEP 6: Close by returning to the stick figure. Say, "Now knowing more about birth control, what methods do you think would be effective for this person if they were to have vaginal sex right now? What about when they are in high school?" Take some ideas and make sure to reinforce that delaying vaginal sex is the most effective way to prevent pregnancy, and if

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*A Lesson Plan from Rights, Respect,
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anyone chooses to have vaginal sex and they are not ready for a possible pregnancy, that using two methods together (dual protection) can be very effective. Assign homework and close the lesson. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The Two Truths and a Lie activity will accomplish the first and third learning objective while the stick figure timeline discussion will accomplish the second learning objective.

HOMEWORK:

Distribute the worksheet, "Birth Control Basics" and have students return it during your next class session. Explain that it will involve them watching a short animated video and answering corresponding questions.

Homework: Birth Control Basics

Name: _____ Date: _____

Instructions: Watch the video, Birth Control Animation | The Contraceptinator available here, <https://www.youtube.com/watch?v=ypbxZQ8wEFY>, and answer the following questions.

- 1) Why are Phoebe and Lee visited by the Contraceptinator and their future selves?

- 2) List two pieces of advice that Lee and Phoebe are given and explain why they are given it.

- 3) Now that Lee and Phoebe know how to prevent a pregnancy and STDs, what is your advice to them?

Abstinence



Statement 1) Abstinence, if used consistently and correctly, is 100% effective at preventing pregnancy.

Statement 2) Abstaining from vaginal, oral, and anal sex can also protect against STDs.

Statement 3) Abstinence never fails.
(NOT TRUE - Abstinence can fail if, for example, a person is under the influence of drugs or alcohol and doesn't stay abstinent.)

External Condoms

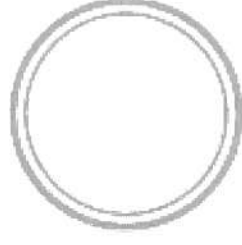
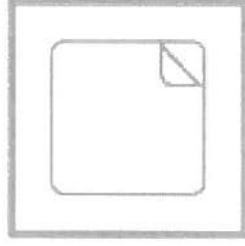
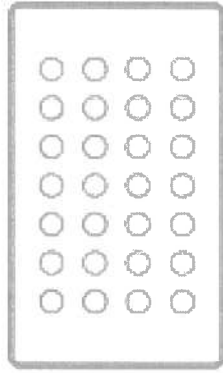


Statement 1) Condoms can help make sex last longer.

Statement 2) You must be 16 years old to purchase condoms.
(NOT TRUE - Condoms can be legally bought from any store at any age. While they may be placed behind a counter, anyone of any age is legally allowed to buy condoms in all 50 states.)

Statement 3) Condoms, if used consistently and correctly, are 98% effective at preventing pregnancy.

Pills/Patch/Ring



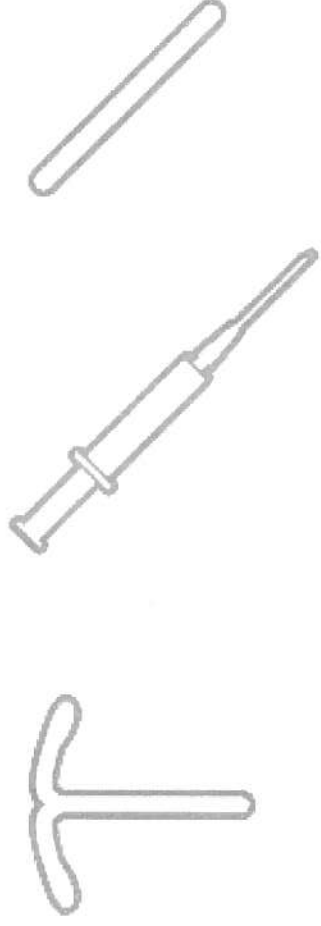
Statement 1) The pill, patch and ring can help reduce menstrual cramps and make menstrual periods shorter.

Statement 2) The pill, patch and ring, if used consistently and correctly, are each 99% effective at preventing pregnancy.

Statement 3) The pill, patch and ring, if used consistently and correctly, are also really effective at preventing STDs.

(NOT TRUE - The pill, patch and ring ONLY provide protection from pregnancy but do not provide any protection against STDs. So using a condom along with one of these methods will help increase the protection against pregnancy and protect against STDs.)

IUDs/Shot /Implant



Statement 1) You can get the IUD, shot and implant at pharmacies like Target, Walgreens or CVS.

(NOT TRUE - The IUD, shot and implant require a person to go to a health care provider.)

Statement 2) Many people who use the IUD, shot or implant experience much shorter and lighter menstrual periods.

Statement 3) The IUD, shot and implant, if used consistently and correctly, are 99% effective at preventing pregnancy.

Withdrawal



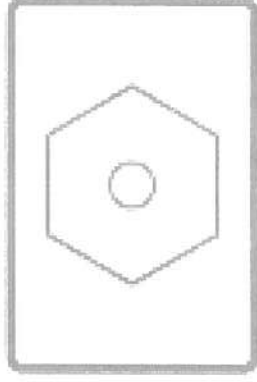
Statement 1) Withdrawal or pulling out, prevents most STDs.

(NOT TRUE - Since withdrawal does not prevent skin-to-skin touching or fluid exchange, if one person is infected with an STD it can still be passed to their partner even if they used withdrawal perfectly.)

Statement 2) Withdrawal is more effective at preventing pregnancy than doing nothing if someone has unprotected sex.

Statement 3) Pre-ejaculatory fluid (or “pre-cum”), which comes out of a penis when it is erect, may contain some sperm. Withdrawal cannot prevent this “pre-cum” from getting inside a vagina.

Emergency Contraception



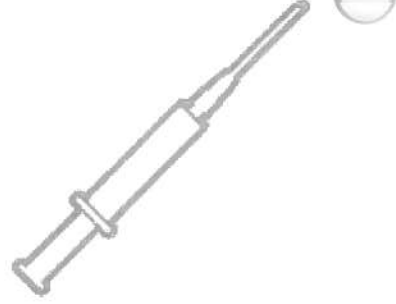
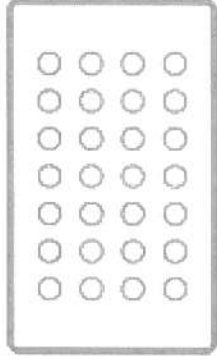
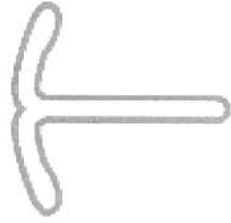
Statement 1) Anyone of any age and gender can buy emergency contraception from a drugstore like Target, CVS, Rite Aid or Walgreens.

Statement 2) The sooner after unprotected vaginal sex a person takes emergency contraception, the more effective it is. It must be taken within five days after unprotected sex.

Statement 3) Emergency contraception works by forming a barrier in the fallopian tube which prevents sperm from passing through.

(NOT TRUE - Emergency contraception works mostly by telling the ovaries to not let any eggs out and sometimes by preventing the egg from being fertilized.)

Dual Protection



Statement 1) Dual protection generally means using a condom in addition to another method of birth control for STD and pregnancy prevention.

Statement 2) A person would need to get a doctor's permission before they used dual protection with their partner.

(NOT TRUE - Dual protection is something two people can decide on their own if they want to increase their protection.)

Statement 3) A person of any age is legally allowed to buy condoms at a drugstore like Target, CVS, Rite Aid or Walgreens.

Protects for a Few Years (Long-Acting Methods)



Protects for a Month (Short-Acting Methods)

Protects Right Now



Using Condoms Effectively

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

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

NSES ALIGNMENT:

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

PR.8.SM.1/SH.8.SM.1 – Describe the steps to using a condom correctly.

TARGET GRADE: Grade 8
Lesson 9

TIME: 50 Minutes

MATERIALS NEEDED:

- Wooden penis model (available for purchase from Lifestyles at <http://www.lifestyles.com/sexualhealth/Educationalltems.html>) or banana
- At least three latex external ("male") condoms
- Plastic model of a uterus and accompanying reproductive anatomy (available for purchase from Buyamag at https://www.buyamag.com/birth_control_models.php)
- One internal ("female") condom
- Handout: "Condom Steps" for condom order activity prepared as described above – one set per every 3 students
- Envelopes for condom order activity sheets, one per every 3 students
- Homework: "Media Hunt—Did They Use Condoms?" one per student
- White board and markers
- Pencils in case students do not have their own.

ADVANCE PREPARATION FOR LESSON:

- Print out enough copies of the handout, "Condom Steps" for every three students to have a full set. Cut out the individual steps and place an entire set into an envelope (for example, if you have 21 students, you would make 7 sets of the sheets).
- If you have not performed a condom demonstration in front of a class, it is a good idea to practice in advance.
- Confirm with your supervisor or district policy that you are allowed to do a condom demonstration. If you are not able to do a condom demonstration, consider showing a video on how to use condoms correctly (factsaboutcondoms.com) or playing an online condom line-up game (sexetc.org).

LEARNING OBJECTIVES:

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

1. Describe correctly, and in order, the steps to using an external condom. [Knowledge]
2. Describe how an internal condom is used. [Knowledge]

A NOTE ABOUT LANGUAGE:

Throughout this lesson and curriculum, we are using the language of "internal" and "external" rather than "female" and "male" condom. This is to emphasize the body parts the different condoms are used with rather than a particular gender. This makes your classroom more gender-inclusive – as well as more accurate, as the so-called "female" condom, for example, can be used for anal sex. A cut-open, flavored "male" condom can be used for oral sex.

PROCEDURE:

STEP 1: Tell the students that you are going to focus today on condoms, which are the only methods that provide protection against both pregnancy and STIs, so it's a healthy choice to use condoms in addition to another method for double protection. Say, "You are going to hear me use very specific language when we talk about condoms. People tend to use the word 'condom' to mean a latex condom that goes on a penis. But as you will see in a moment, there are different kinds of condoms that can be used in different ways on different people's bodies, regardless of their gender. For this reason, when we talk about a condom that goes on a penis, we will call it an 'external' condom. When we talk about a so-called 'female' condom or pouch, we'll call it an 'internal' condom. You'll see how this works in a minute!" (6 minutes)

Using Condoms Effectively

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

STEP 2: Explain that condoms are extremely effective when they are used correctly – that means, every time a couple has oral, anal or vaginal sex, from the beginning of the act to the end. Break the class into groups of 3. Once they are in their groups, explain that you will be providing each group with an identical set of sheets that list each of the steps to using an external condom correctly. Instruct them to work together and put their sheets in order from the beginning to the end of the sex act. Answer any questions and distribute the sheets, advising the students that they have approximately 5 minutes in which to work together. (8 minutes)

Note to the Teacher: While they are working in their small groups, quickly go through the index cards and group them together so that you can be sure your explanation of how to use condoms includes as much of their questions as possible.

STEP 3: After students have worked for five minutes, have your wooden penis model or banana and several condoms in front of you. Explain that you are going to go through the work they did and model what these steps look like.

Go around the room and ask each group to provide one of the steps in order (so group one would say, “check the expiration date”). As each step is read in the correct order, model doing that step. Show the students, for example, where the expiration date is on the condom wrapper; demonstrate which way is the right way up to place the condom on the head of the penis, and so on. Be sure to highlight that you have several external condoms with you, which is a good idea in general; if one were to tear, fall on the floor, etc., you couldn’t re-use it.

Note to the Teacher: The following represents the correct order in which to use a condom for your reference:

Check expiration date on condom

Have erection

Take condom from wrapper

Put condom right side up on head of penis

Pinch the tip

Roll condom down penis

Begin intercourse

Ejaculation

Withdraw penis from partner, holding condom on at the base

Remove condom from penis

Throw condom away in trash

If a group gets one of the steps incorrect, demonstrate that – and then ask another group to pick up where that group left off.

Next, talk about the common mistakes that can be made, probing for these:

- Not checking the expiration date
- Storing condoms someplace that’s too hot or too cold

Using Condoms Effectively

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- Putting the condom on wrong side up
- Not putting the condom on before the penis goes inside the other person's body (some people put their penis inside then pull out and only put a condom on before ejaculation) (20 minutes)

STEP 4: Say, "When people refer to condoms, they usually refer to condoms that go on a penis, like the one we just modeled putting on correctly. But there is another kind of condom that is as effective at preventing pregnancy and providing some very good protection against STDs."

Take the plastic pelvic model and internal condom. Explain that while there are fewer steps to using the pouch, it is still important to do them correctly.

Hold up the pouch and check the expiration date. Open the pouch and hold it up for the students to see. Gently squeeze the smaller ring, explaining what you are doing as you do it, and place the ring inside the vaginal opening of the pelvic model. Hold the model up so the students can see how the pouch is inside the vagina, and what is left hanging outside. Explain that once intercourse is over the pouch should come out of the vagina. Twisting once or twice, pull the pouch from the model and talk about throwing it away.

Say, "People have referred to this condom as a 'female' condom, but this can be used by someone of any gender for either penis-vagina sex or during anal sex if the couple removes the interior ring." (6 minutes)

STEP 5: Answer any questions that came up during the class session about either kind of condom. Remind students that since condoms are the only method of birth control that protect against STDs, it is a good choice to use them in addition to another method for double protection. Explain and distribute the media hunt homework assignment, telling them that they have a week in which to complete and return it. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The individual small group practice, along with the modeling by the teacher, will achieve both learning objectives and enable the teacher to determine whether students understand the steps to using a condom.

HOMEWORK:

Students will be asked to find examples in the media of when a couple refers to having sex and say whether the couple discussed or used condoms.

**Check expiration date
on condom**

Have erection

Take condom from wrapper

**Put condom right side up
on head of penis**

Roll condom down penis

Begin intercourse

Ejaculation

**Withdraw penis from
partner, holding condom
on at the base**

Remove condom from penis

**Throw condom away
in trash**

**Pinch the tip
of the condom**



Using Condoms Effectively
Worksheet

Homework: Media Hunt: Did They Use Condoms?

Instructions: Over the next week when you are watching tv shows, videos or movies, please keep this sheet with you. Please share three examples of couples that are either in a sexual relationship or talking about being in that relationship. Describe whether and how they talk about or actually use condoms. In each case, answer the questions that follow.

Example One:

Name of Show/Video: _____

Characters in a relationship: _____

Did they talk about using condoms? YES NO

Did they actually use them? YES NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____

Example Two:

Name of Show/Video: _____

Characters in a relationship: _____

Did they talk about using condoms? YES NO

Did they actually use them? YES NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____

Example Three:

Name of Show/Video: _____

Characters in a relationship: _____

Did they talk about using condoms? YES NO

Using Condoms Effectively
Worksheet

Did they actually use them?

YES

NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____

STD Basics: Reducing Your Risks

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

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

NSES ALIGNMENT:

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

SH.8.GS.1 – Develop a plan to eliminate or reduce risk for STDs, including HIV.

SH.8.AI.2 – Identify local STD and HIV testing and treatment resources.

TARGET GRADE: Grade 8
Lesson 10

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheet: "STDs: What Can I Do?" – one per student
- Laptop or desktop computer with the website, http://yourstdhelp.com/free_clinic_locator.html, cued up
- Article: "Taking Charge of My Sexual Health with STD Testing and Communication" – one per student
- LCD projector and screen
- White board and markers (at least 3 different colors of markers)
- Pencils in case students do not have their own

ADVANCE PREPARATION:

- Go online to find the closest STD testing and treatment centers to you. If you go to the website: http://yourstdhelp.com/free_clinic_locator.html, you can enter your state, and several of the closest places where STD testing and treatment are available will come up. Note that these will list free and low-cost clinics, which is essential for students at this age; be sure, however, to tell them they can go to their own family doctor or clinician or another clinic they may have heard about from friends.

LEARNING OBJECTIVES:

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

1. Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge]
2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge]
3. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Ask, "I'd like you to think about your day this morning, from when you woke up until just now in class. Everyone please take out a piece of paper and write down everything that's happened from 'woke up' to 'being in this class.'"

As students begin to write, watch for those who finish first. As they finish, ask for 3 volunteers to come to the front of the room and write their lists on the board as the remainder of the class finishes their lists.

STD Basics: Reducing Your Risks

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

While each list will look different, they may look something like this:

- Woke up
- Took a shower
- Got dressed
- Ate breakfast
- Got to school (probe: How?)
 - Took the subway
 - Took the school bus
 - Took a regular bus
 - Walked
 - Got dropped off
- Had class (probe: Which classes?)
- Ate lunch (depending on class schedule)

Go through the lists, asking students to indicate where they had to make decisions along the way. Write the word “decision” in between the steps that required a decision with a different-color marker. For example:

“Got dressed - Decision - Decided what to wear”

Probe for more than just surface decisions, such as “had to decide what to pack for lunch” or “had to decide what to eat from the cafeteria.” For example, how did they decide which classes? Did they have any input or were they decided for them? Did they decide how to get to school, or was that decision made for them?

Ask, “How do you make decisions? What factors come into play?” After a few responses, ask, “Did any of these decisions require you to take risk?” (Probe for there being risk in getting in a car or bus; risk crossing the street; risk in how people react to what you choose to wear; risk that you eat something unhealthy and end up getting sick, etc.).

Ask, “When you were making your decisions, did you know there were risks involved? If so, how did you know that there was risk involved, and how did you make each of your decisions?” Possible responses may include, “I didn’t really think about it,” or “I’ve done it so many times I know how to do it,” or “I was (or wasn’t) worried about what would happen if I did one thing vs. something else.”

Say, “Now we’re going to take what we just talked about and apply it to one part of sex ed. There are things in our lives we make decisions about every day, some of which carry risks of different levels. Same thing goes for sexual behaviors.”

Write the phrase, “Sexually Transmitted Disease” on the board. Ask the students to remind you what an STD is. Probe for diseases that can be passed from one person to another through sexual contact. Remind students that to get an STD one person has to have one, STDs are not created spontaneously by doing something sexual with another person. (11 minutes)

STD Basics: Reducing Your Risks

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STEP 2: Ask, “How many of you are hoping to get an STD at some point in your lives?” Students will hopefully laugh, and none of them will raise their hands (except for a class clown or two). Say, “Of course – no one wants to get an STD – just as no one wants to get the flu or any other kind of infection. The fact of the matter is, though, lots of people will get STDs at some point in their lives. It’s actually really common, especially among young people. So it’s important to know a few key things about them:

While some STDs can be cured, others can stay in your body for life and be treated. Others can be fought off by your body’s immune system and go away on their own. Some can affect whether you can get pregnant or get someone else pregnant, and others can affect sexual functioning – or even, if left untreated, cause death. So if you’re going to be in a sexual relationship in the future, you want to be sure you do so in ways that keep you healthy and reduce your chances of getting an STD.”

Tell the class that you are going to be giving them individual worksheets and that they’ll have about 8 minutes to complete them. Tell them that the sheets are asking them to think about what they’ve heard about how people can get STDs – and to write down how the students plan to avoid getting them and if you’ve already experienced an STD, what your plan would be for not getting one in the future. Tell the students that they will be asked to share their completed sheets with at least one other person in the class, so they should keep that in mind as they write down their answers. Distribute the sheets. (8 minutes)

STEP 3: After about 8 minutes, ask students to stop where they are. Divide the group into pairs, and ask students to share their plans with each other. Tell them that if they hear something from the other student about how you can get an STD that doesn’t sound quite right to mark it on their partner’s paper with a star so they can come back to it later or ask you about it. Ask the students to tell each other what they think of each person’s plan, and to provide any suggestions they think might help. Tell students they’ll have about 5 minutes in which to do this. (9 minutes)

***Note to the Teacher:** If you know that students have personal experience with STDs – for example, a family member with HIV – you may wish to intentionally pair certain students together to be sensitive. Otherwise, random pairing is fine.*

STEP 4: Ask the students to stay in their pairs and ask how they think they did on their own plans. Ask what they thought of their partner’s plan, and whether they got any helpful feedback on theirs.

Ask the students to share what they’ve heard about how STDs can be transmitted. Write these on the board, asking students not to repeat something they’ve heard already. If anyone says something that is incorrect, be sure to correct it and write the correct information on the board. (14 minutes)

STEP 5: Say, “It’s great to think this through and to create a plan for yourselves. But what about the other person with whom you may end up having sex? How would you know whether they had an STD? What can you do to find out?”

Probe for:

- Ask the person (remind students that many STDs have no symptoms so they might not know they have one)

STD Basics: Reducing Your Risks

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

- Ask other people who know the person (which could also make that person mad)
- Go together to a doctor's office or clinic to get tested for STDs.

Say, "A really important thing to keep in mind is that there is no one test that covers all STDs. So if someone says to you, 'I've been tested already,' ask that person what they've been tested for. Sometimes, they've been tested for HIV – but there are different tests for the other STDs. A doctor or clinician will ask you some questions to determine which STDs you may or may not be at risk for and then conduct the tests based on that. So it's really important to give honest information and answers to that doctor or clinician."

Project the website, http://yourstdhelp.com/free_clinic_locator.html, so that the class can see it on the screen or white board. Using the dropdown menu on the top left side of the landing page, put in your state and hit "go." Scroll down for the city or town closest to you to show what is in your area. Have student write down the website address for future use and remind them that they can always come back to you in the future to be reminded of the URL.

Answer any questions, then ask students to hand in their individual plans. Then distribute the article, "Taking Charge of My Sexual Health with STD Testing and Communication" and ask them to read it for homework and answer the journal questions that appear at the end of the article. (8 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The individual worksheet, paired discussion and large group process will be directed at achieving the first two learning objectives. In addition, by collecting and going through the individual plans, the teacher will be able to catch any remaining myths/misinformation by correcting them on the sheets and returning each student's plan to them.

Posting the website and showing students the link, as well as the search results that come up for local STD testing and treatment centers, will achieve the third learning objective.

HOMEWORK:

Article: Have students read the article, "Taking Charge of My Sexual Health with STD Testing and Communication," and then respond to the assigned questions in their journals or on a piece of paper.

Worksheet
STDs: What Can I Do?

Name: _____ Date: _____

Instructions: Please answer the following questions. You will be sharing this with at least one other student in class, so be sure what you write here is something you're comfortable with another person knowing!

1. How can STDs be spread from one person to another? See if you can list up to THREE ways:

a. _____

b. _____

c. _____

2. Explain why the following three strategies can be the most effective way to protect yourself or someone else from getting an STD.

Abstinence

Using condoms or other barriers correctly each time you have sex

Getting tested for STDs (and making sure your partner does too) before you have sex together

3. If you were to find out you had an STD, what could you do to make sure you don't pass it to someone else?

Taking Charge of My Sexual Health With STD Testing & Communication

By Amy Robles, 19, Contributor

Though I've never had an STD scare, I've always gotten tested before having sex with a new partner. The first time I was screened I was still in high school and living at home with my religious parents who I didn't want to know I was sexually active. I knew they would disapprove and likely punish me or make my life very difficult if they knew I was having sex.

I had done my own research online about sex and sexual health, which is pretty much the only reason I was educated enough to know that it was important to get tested, that I could have a sexually transmitted disease (STD) even if I didn't show symptoms and that Planned Parenthood would provide confidential testing. My sex ed in middle school had been lacking, and the one week in my high school health class had been even worse. I got lucky because I found a lot of sex-positive education sites and blogs, like Sexetc.org, and good online resources, like Planned Parenthood's website. The information I got from these resources gave me a really strong conviction that I wanted to be in charge of my sex life and sexual health and showed me ways I could do that, like getting tested regularly and talking to my partners.

I've always made sure to have a talk about our STD statuses and what we're each comfortable with sexually before ever engaging in sexual behaviors.

STD Testing at Planned Parenthood

I'd heard about Planned Parenthood from my friends and other girls at school, so I made an appointment there. At the time, I was in my first relationship in which I could have been at risk of being exposed or exposing my partner to an STD. So before having sex with my then-partner for the first time, I wanted to be completely sure I was STD-free and could keep me and my partner safe. I knew the best way to go about that was getting tested and talking to my partner.

At Planned Parenthood I got tested confidentially and inexpensively. Plus, they were really supportive and informative when I went to them. I remember nervously making the phone call to the clinic in my car so my family wouldn't hear me. I was reassured and encouraged when making the appointment was much simpler than I imagined. All I had to do was reserve a time, and when I went in, I filled out some paperwork to qualify for free care as a minor. When it came time for my appointment, I gave a urine sample, so they could test me for chlamydia and gonorrhea. Since I didn't have any specific concerns, they just tested me for two of the most common STDs

After the test, I had a short consultation with one of the clinic doctors about my general sexual health. The doctor provided me with some condoms and lubricant, as well as a prescription for birth control pills, which didn't cost me anything. As a part of their "Take Charge" program, I got birth control for free because I was a minor.

Talking with the staff about my sexual health and getting birth control and safer sex meth-

ods to help myself and my partner prevent pregnancy and/or the transmission of STDs was extremely liberating for me. It gave me a sense that I was in control of my own sexuality. And it still makes me feel that way.

The last time I was tested was before engaging in sexual behaviors with my current partner. I was tested again for the same STDs at my doctor's office. Because I had a comfortable environment to be tested the first time, it really encouraged me not to be nervous about getting screened for STDs in the future. And now it's no big deal to have it done!

Talking With My Partner about STDs

Getting tested is only part of the story, though. With each new partner I've always made sure to have a talk about our STD statuses and what we're each comfortable with sexually before ever engaging in sexual behaviors. At a point when I know I want to take the next step with a partner and have sex, I always initiate conversations with my partners when we aren't doing anything sexual—one was while driving, another in the park. It gives me the chance to be honest with my partners about wanting to be sexual with them and broach the subject of us potentially having sex at some point. We talk about whether they would want to have sex too, what specifically they would be comfortable with as well as making sure we plan to practice safer sex and get tested for STDs.

STD Testing Was Worth the Work

I've been lucky to be with people who have already been tested since their last partner and who are completely willing to get tested if they hadn't. While I may have been nervous going into some of the conversations—because it's always bound to be a little nerve-wracking to straight up admit that you want to have sex with someone, even if you're dating—every time it has been a positive experience. It has always been a relief to hash things out like that, and each time I've done it, it has brought me closer to my partner and improved our communication as well as intimacy.

JOURNALING QUESTIONS

1. Three things I plan to talk with my boyfriend or girlfriend about STDs before we start having sex are...

- A)
- B)
- C)

2. If I thought I had an STD, I would get tested because _____

3. If I were to get tested for an STD, I'd want _____
to come with me.

