

Change Is Good!

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

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

STANDARDS ALIGNMENT:

H1.Se2.6

Identify physical, social, mental, and emotional changes that occur during puberty

H3.W4.7

Analyze validity and reliability of health and wellness information and products.

TARGET GRADE: Grade 6

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

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

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

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

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

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

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

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

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RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

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

HOMEWORK:

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

Homework:
Where Can I Learn More About Me?

Name: _____

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

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

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

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

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

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

Parent/Guardian Signature: _____

Change Is Good Cards - Page 1

**Grow taller
(growth spurt)**

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

**Feel hungrier/
Eat more**

Get acne

Grow breasts

Hair texture may change

Voice deepens

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

Menstruation

Hips widen

Change Is Good Cards - Page 2

Voice cracks

Peer pressure increases

Muscle growth

**More interested in being
with friends**

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

Sweat starts to smell

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

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

**Anxiety and stress
can increase**

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

Change Is Good Cards - Page 3

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

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

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

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

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

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

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

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

**Teacher Resource:
Change is Good Answer Key**

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

Physical

Social

Emotional

Cognitive

Communicating About A Sensitive Topic

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STANDARDS ALIGNMENT:

H1.Se5.6a

Identify ways to communicate effectively in a variety of relationships.

TARGET GRADE: Grade 6

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON:

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

A NOTE ABOUT LANGUAGE:

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LEARNING OBJECTIVES:

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

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

PROCEDURE:

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

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

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

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

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

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

“Um, NO – we’re not going to see that movie, we’re going to see THIS one.”

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

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

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

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

“I’m not up for a movie – what else do you feel like doing?”

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

STEP 3: Ask the students whether they have ever heard the word “abstinence” before. Ask them what they have heard, or what they understand it to mean. Tell them that “abstinence” refers to deciding not to do something for a period of time. Explain that people can choose to abstain from all sorts of things throughout their lives. For example, when people go on a diet, they may abstain from eating sugar for a period of time. Then, they might start eating it again in small amounts. That lets them enjoy dessert without experiencing the negative consequences that can come from eating too much of them.

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

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

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

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

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

Everybody's Got Body Parts – Part One

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

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

STANDARDS ALIGNMENT:

H1.Se1.6

Describe reproductive systems including body parts and functions.

TARGET GRADE: Grade 6

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

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

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

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

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

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

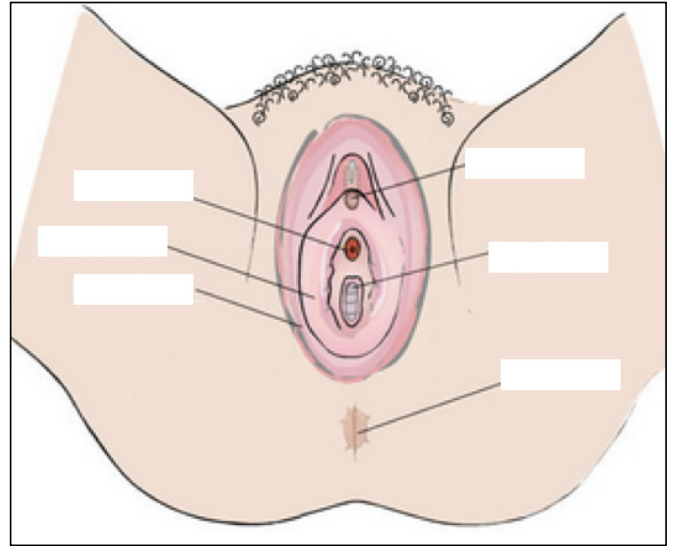
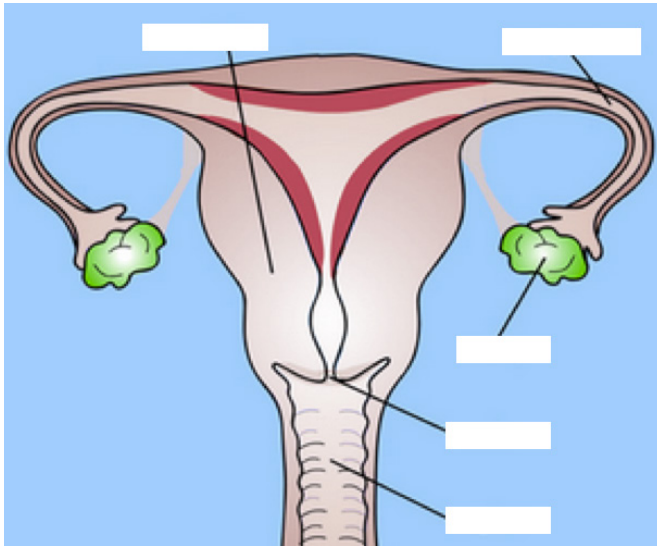
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

HOMEWORK:

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

Worksheet: The Female Reproductive and Sexual Systems Worksheet

Name: _____ Name: _____ Name: _____



(Images from www.kidshealth.org)

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

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

WORD BANK

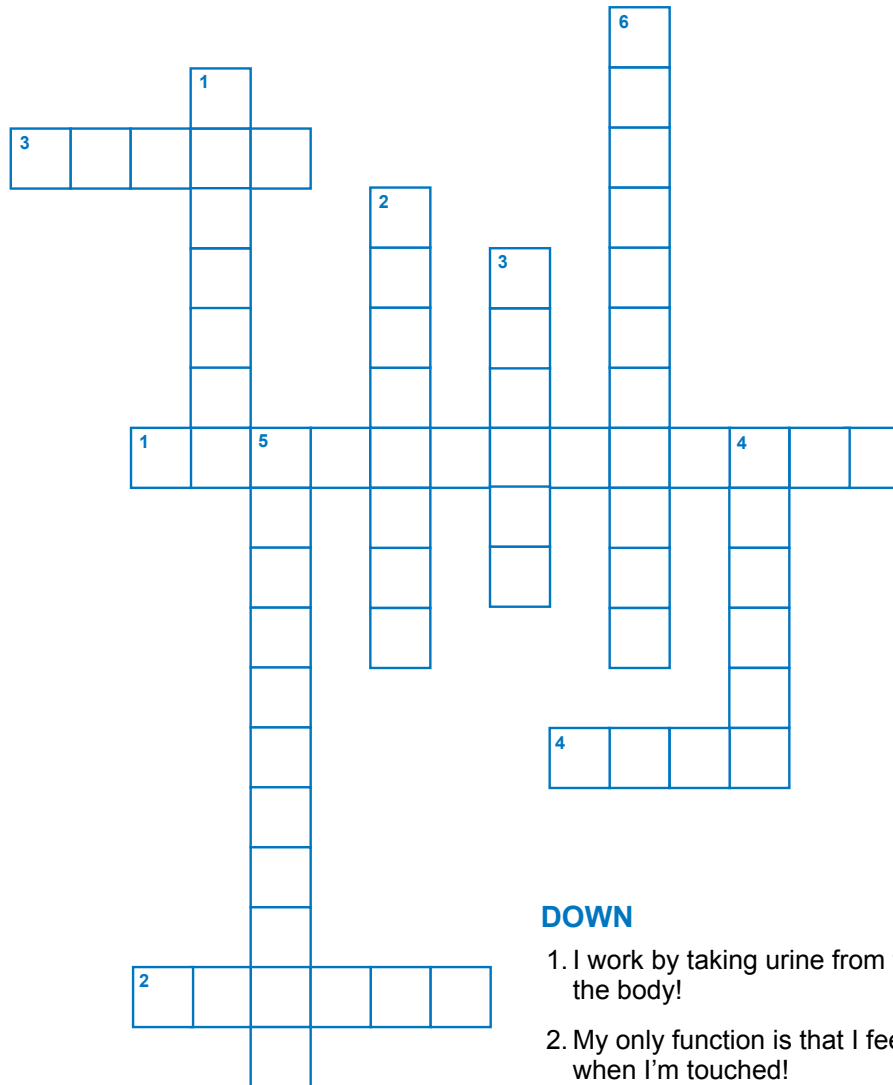
Uterus
Ovary
Fallopian Tube
Cervix
Vagina

WORD BANK

Vagina
Clitoris
Labia Majora
Labia Minora
Urethra
Anus

Homework: Female Sexual and Reproductive Systems Crossword Puzzle

Name: _____ Date: _____



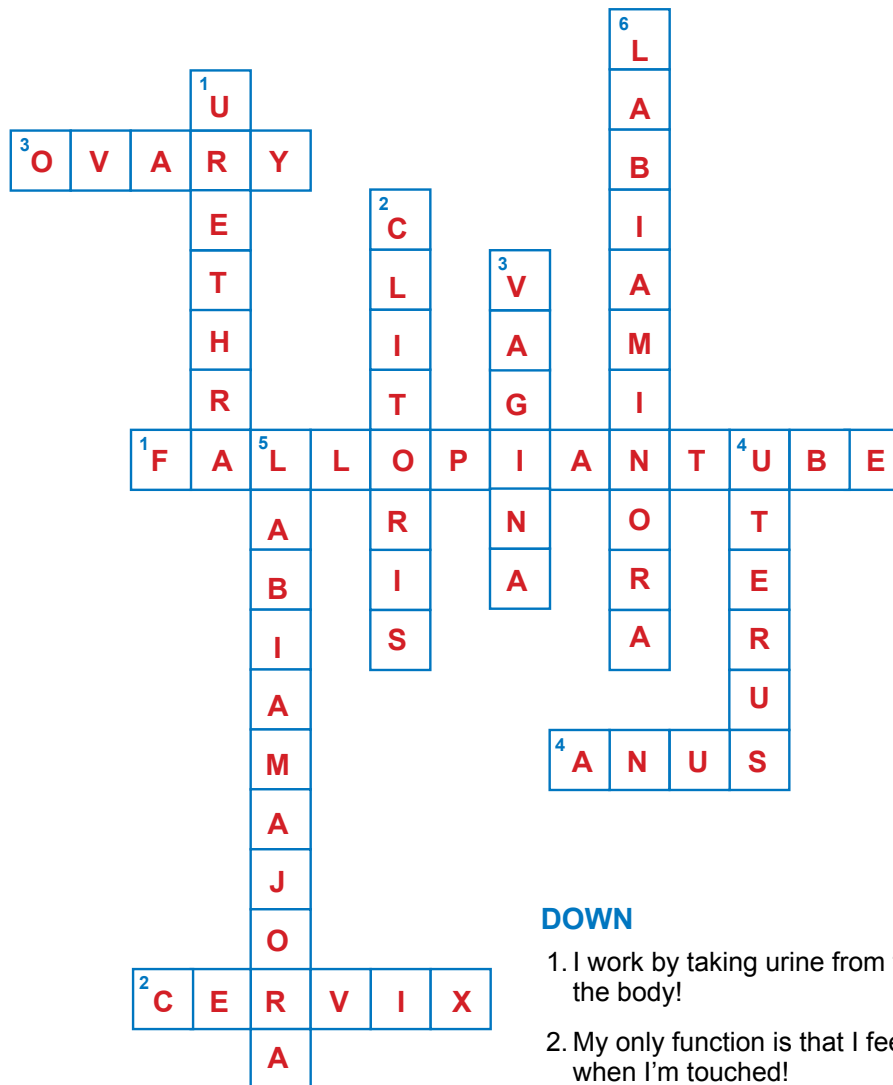
ACROSS

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

DOWN

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

Answer Key: Female Sexual and Reproductive Systems Crossword Puzzle



ACROSS

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

DOWN

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

Everybody's Got Body Parts – Part Two

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

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

STANDARDS ALIGNMENT:

H1.Se1.7a

Describe reproductive systems including body parts and functions.

TARGET GRADE: Grade 6

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON:

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

LEARNING OBJECTIVES:

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

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

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PROCEDURE:

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

Everybody's Got Body Parts – Part Two

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

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

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

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

STEP 3: Once the students have completed the activity, click on the link to “The Male Reproductive System,” at http://kidshealth.org/teen/sexual_health/guys/male_repro.html.

Click on each body part and either read or ask a student to read the description that is listed there. Tell the students to check their worksheets as you go along to make sure they have the answers correct.

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

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

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

Everybody's Got Body Parts – Part Two

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

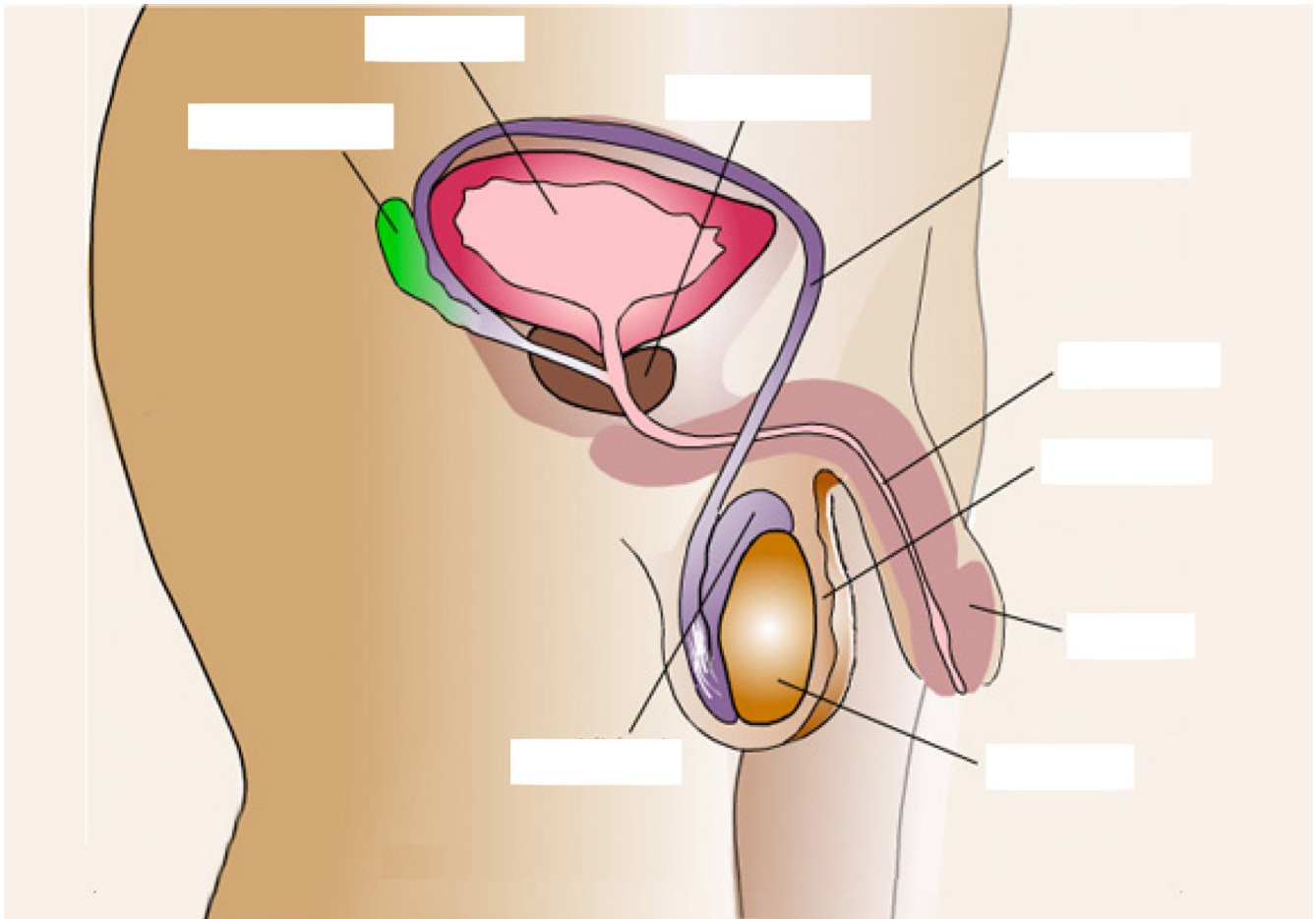
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

HOMEWORK:

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

Worksheet: The Male Reproductive and Sexual Systems

Name: _____ Name: _____ Name: _____



(Image from www.kidshealth.org)

1. _____

4. _____

7. _____

2. _____

5. _____

8. _____

3. _____

6. _____

9. _____

WORD BANK

seminal vesicles

bladder

epididymis

testicle

penis

scrotum

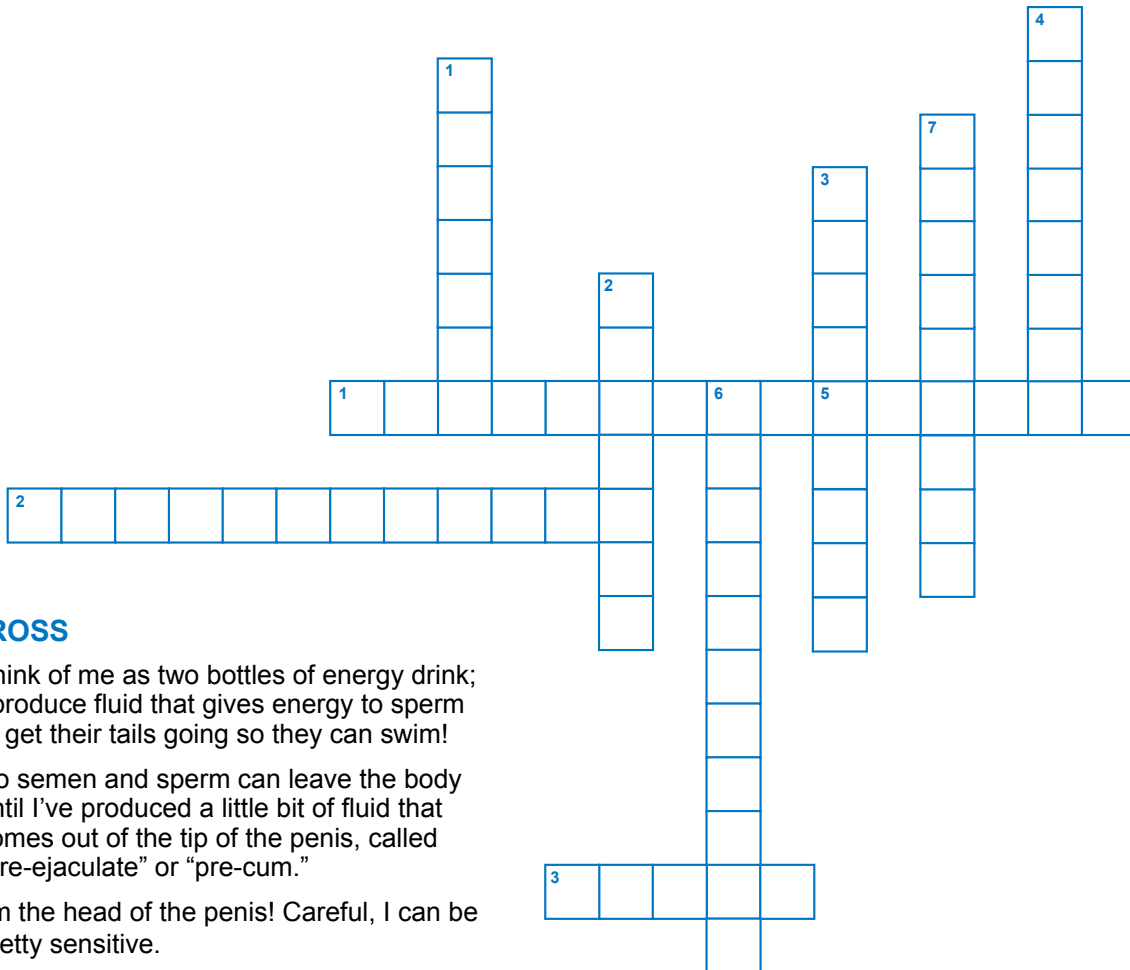
urethra

vas deferens

prostate gland

Homework: Male Sexual and Reproductive Systems Crossword Puzzle

Name: _____ Date: _____



ACROSS

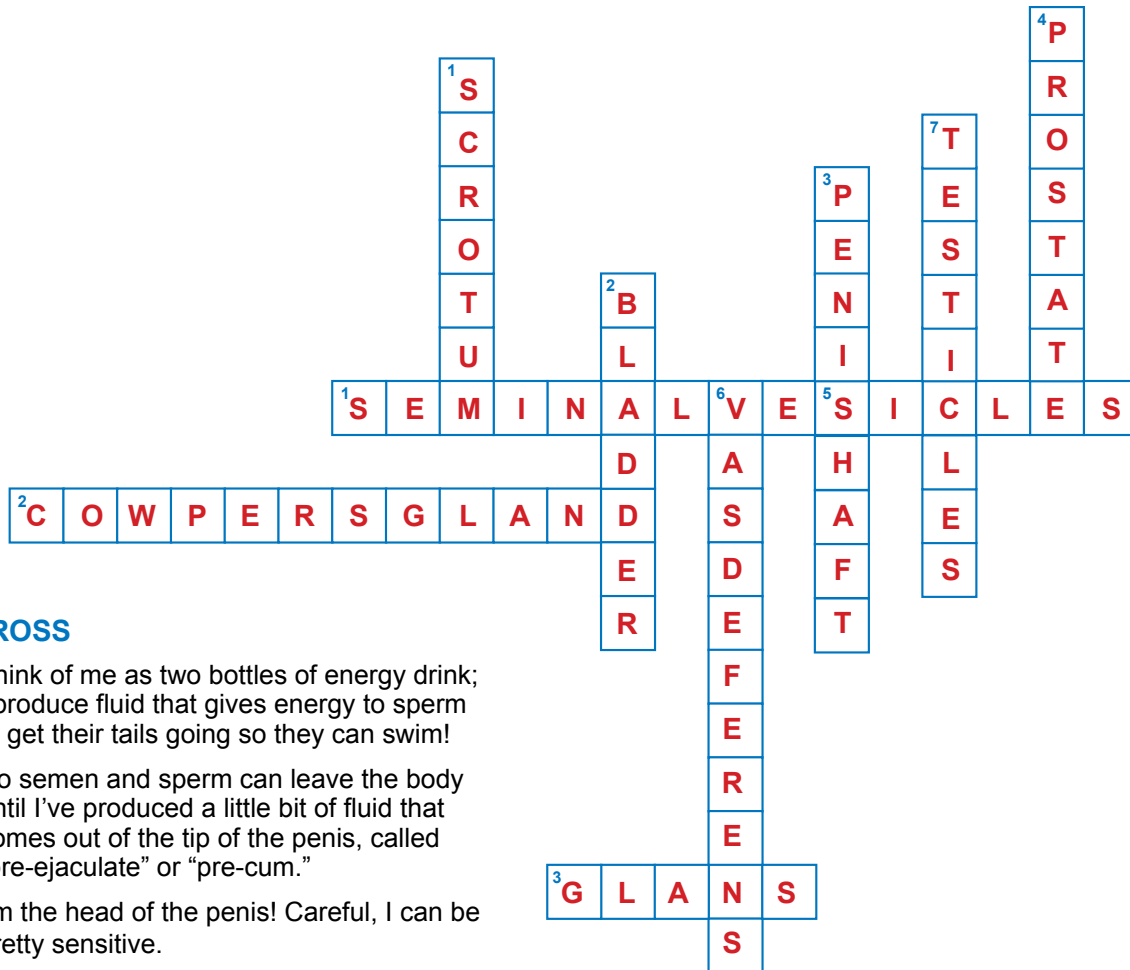
1. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
2. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
3. I'm the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

DOWN

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

Homework: Male Sexual and Reproductive Systems Crossword Puzzle

ANSWER KEY



ACROSS

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

DOWN

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

5 - Learning about HIV

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

Fostering respect and responsibility through age-appropriate sexuality education.

STANDARDS ALIGNMENT:

H1.Se4.5

Define human immunodeficiency virus (HIV)

H1.Se4.5b

Identify methods of transmission and prevention of HIV.

TARGET GRADE: Grade 6

TIME: 60 Minutes

MATERIALS NEEDED:

Q&A Materials

Newsprint/Board

Markers/chalk

Handout: "Facts about HIV" – one per student

"Teacher's Resource: HIV Infection and AIDS" – one copy for the teacher

Answer Key: "Facts about HIV" – one copy for the teacher

ADVANCE PREPARATION FOR LESSON:

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

Display the ground rules poster from lesson 1A.

Have the previous lesson's anonymous questions ready to answer, using the FLASH Q&A protocol.

LEARNING OBJECTIVES:

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

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

PROCEDURE:

STEP 1: Review the ground rules poster with students, then answer the previous lesson's anonymous questions using the FLASH Q&A protocol.

Note to the Teacher: *Keep in mind that answering these questions may take a fair amount of time, especially if the answers generate more student questions in the moment.*

STEP 2: Begin the activity by introducing the difference between communicable and non-communicable disease. Explain that communicable diseases are diseases that one person can give

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

STEP 3: Tell students you are going to name some different medical problems people may have and they should tell you whether they are communicable or not. Ask:

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

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

STEP 4: Tell students that today you want to talk about a particular communicable infection called HIV. Ask students what have they heard of HIV. As you write “human immunodeficiency” on the board, say, “‘HIV’ stands for ‘Human Immunodeficiency Virus.’ That’s a big name, so let’s break it down a bit. ‘Human’ means it is a people disease. You can’t get it from a pet or give it to a pet. ‘Immunodeficiency’ is really two words put together. ‘Immuno’ refers to the immune system, or the system that enables us to fight diseases. A ‘deficiency’ refers to when something is lacking – so basically, HIV is a virus – a microscopic organism – that attacks our immune system and makes it weak so it’s harder for the body to fight off other infections. HIV is the virus that causes AIDS.” (5 minutes)

STEP 5: Tell students that the way we usually keep people from getting a virus is by giving them a vaccine, which is an injection or a shot that they get that protects them from getting a particular infection for many years. Say “Just like a lot of people get a flu vaccine, a lot of children get a vaccine for the chicken pox and for the measles.” Explain that there is not a vaccine for HIV. Tell students that there are some effective treatments, called antiretroviral therapy, that can reduce the likelihood of transmitting HIV to others, slow the way HIV grows in a person’s body and prolong the life of someone living with HIV. There are also treatments for the illnesses that HIV can cause. But once someone is living with HIV, there currently is no way to rid the body completely of HIV, although with treatment, people living with HIV can have a normal life expectancy. Since there is no vaccine to prevent HIV and there is no way to rid the body of HIV once someone has it, it is very important to know how HIV is transmitted—so we can know how to avoid getting it or manage the virus if we were born with it.” (3 minutes)

STEP 6: Say: “Luckily, HIV is hard to get. It is not an easy infection to transmit like a cold or the flu. HIV is in some bodily fluids, like blood, and not in others, like sweat, tears, saliva or urine. HIV can only be transmitted through one of the infected body fluids. HIV can be passed through blood, semen or vaginal fluids. In addition, it can be passed through

breastmilk if someone is breastfeeding an infant.”

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

STEP 7: Distribute the handout, “Facts about HIV.” Have students work in pairs to complete the worksheet. Allow 8 minutes for students to do this. Once all have been completed, review the questions with the class. All answers are TRUE. For each question, provide the answer as well as an explanation for why it is true (See teacher’s guide with explanations.)
(16 minutes)

STEP 8: Tell students, “Now that you know that HIV is not easy to transmit, can anyone give an example of some things you can do with a friend or a family member who is infected with HIV that are perfectly safe, meaning they can’t transmit HIV?” Provide the first few examples so students understand what you are asking. Say, “For example, you can hug someone with HIV, you can give someone a kiss on the cheek, you can share food with them. Who wants to give us another example?” (Possible responses can include a wide range of behaviors including sitting on a toilet someone with HIV has sat on, swimming in a pool together, sitting next to an HIV-positive person, going to school with someone who has HIV, etc.)
(3 minutes)

STEP 9: Conclude the lesson by saying, “HIV is a serious infection and it is communicable but it is also very difficult to catch. As long as we know how HIV is and is not transmitted, we can protect ourselves and be good friends and family members to people we know with HIV or AIDS. All people are at some risk of HIV and the only way to know for sure if someone has HIV is to get tested.” (1 minute)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

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

HOMEWORK:

None.

FACTS ABOUT HIV (TRUE OR FALSE)

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

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

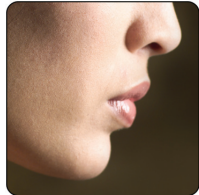
FACTS ABOUT HIV (TRUE OR FALSE)

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

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

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

STDs and HIV – CDC Fact Sheet



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



Are some STDs associated with HIV?

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

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

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

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

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

What can I do to prevent getting STDs and HIV?

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

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

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



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

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

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

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

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

Will treating STDs prevent me from getting HIV?

No. It's not enough.

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

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

Where can I get more information?

Sexually Transmitted Diseases
www.cdc.gov/std/

HIV/AIDS and STDs
www.cdc.gov/std/hiv/

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

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

CDC National Prevention Information Network (NPIN)
npin.cdc.gov/disease/stds
P.O. Box 6003
Rockville, MD 20849-6003
E-mail: npin-info@cdc.gov

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

Liking and Loving – Now and When I’m Older

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

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

STANDARDS ALIGNMENT:

H1.Se4.6a

Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV.

H1.Se6.6

Explain the importance of talking with a family member and other trusted adults about relationships.

TARGET GRADE: Grade 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Chalk or markers for the chalk or white board – at least three of either
- Pencils in case students do not have their own
- Index cards – one per student
- Exit slips: “On Your Way Out” – one half-sheet per student
- Homework: “A Conversation about Sex” – one set per student
- Homework: “How’d We Do”

ADVANCE PREPARATION FOR LESSON:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

Write an example on the board from your own life that does not disclose anything too personal. For example, “Growing up, we showed each other affection by taking the time to have meals together as a family.” Then write on the board “Share meals.” (8 minutes)

Liking and Loving – Now and When I’m Older

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

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

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

Instruct the students that if all of the examples on their card have been used, they should sit down. Then the remaining students will keep going until everything on all the cards have been represented without duplication. (15 minutes)

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

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

“Why do we do these things for people?”

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

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

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

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

Let’s think only about vaginal sex for a moment. What is something that can happen as a result of vaginal sex?” If they do not mention it, say that it can cause a pregnancy. Say, “When semen, which is the fluid that comes out of a penis that contains hundreds of millions of sperm, gets inside a vagina, there is a chance for pregnancy. In addition, vaginal or oral or anal sex can put one or both partners at risk for a sexually transmitted disease, or ‘STD.’ You’ll learn more about both pregnancy and STDs later. Just keep in mind that getting pregnant/causing a pregnancy and dealing with an STD are really big things. That’s why it is best to wait to do any of these behaviors.”

Liking and Loving – Now and When I’m Older

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK: For Students: A Conversation about Sex

Student Name: _____

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

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

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

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

HOMEWORK: For Parents/Caregivers: A Conversation about Sex

Parent/Caregiver Name: _____

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

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

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

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

HOMEWORK: How'd We Do?

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

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

Student: _____

Parent/Caregiver: _____

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

Mostly agree

Mostly disagreed

It was a mix

What did you do if you disagreed? _____

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

Student – I learned that... _____

Parent/Caregiver – I learned that... _____

Signed: Student _____

Signed: Parent/Caregiver _____

Exit Slip: On Your Way Out...

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

One new thing I learned today was: _____

Something I still have questions about is: _____



Exit Slip: On Your Way Out...

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

One new thing I learned today was: _____

Something I still have questions about is: _____

Understanding Boundaries

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

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

STANDARDS ALIGNMENT:

H4.W5.6

Explain effective communication Skills

H1.Se5.6b

Recognize that everyone has the right to set boundaries based on personal values.

H1Se6.6b

Understand that there are behaviors that constitute sexual offenses

TARGET GRADE: Grade 6

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON:

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

LEARNING OBJECTIVES:

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

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

Worksheet: Setting and Respecting Boundaries

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

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

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

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

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

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

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