

Being Smart, Staying Safe Online

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

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

STANDARDS ALIGNMENT:

H1.Sa3.7b

Understand potential dangers of sharing personal information through electronic media

Digital Citizenship Standard:

Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions on line or when using networked devices

TARGET GRADE: Grade 7/8

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

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

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

(10 minutes)

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

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

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

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

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

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

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

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

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

Process by using the following questions:

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

(15 minutes)

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

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



Name(s)

Class

Date

Directions

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

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

**Directions**

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

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



Name(s)

Class

Date

Internet Safety Tips

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

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

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

Directions

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

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

**Stop!
Too dangerous
to proceed.**

The person you are talking to is clearly acting inappropriately, and the conversation needs to end.

**Slow down, be
cautious – and be
prepared to stop.**

Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.

**Coast is clear
(but look
both ways!)**

You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to. You have not provided any private information.

Abby's Story

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

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

Vince's Story

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

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



Keyanna's Story

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

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

Catherine's Story, Part 1

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

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

Catherine's Story, Part 2

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

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



Teacher Instructions

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

Internet Safety Tips

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

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

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

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

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

Directions

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

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



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

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

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

Abby's Story

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

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

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



Vince's Story

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

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

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

Keyanna's Story

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

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

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

Catherine's Story, Part 1

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

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



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

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

Catherine's Story, Part 2

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

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

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

Safe Online Talk

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

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

Thinking Beyond “Online Predators”

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

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

The Truth About Risky Online Relationships

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

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

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

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

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

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

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

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

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

What Should Teens Know if Online Strangers Contact Them?

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

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

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

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

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

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

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

and counselors for support.

Teaching Strategies for Sensitive Topics

Provide Supportive Resources

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

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

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

Talking to Parents

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

Research

- The Berkman Center for Internet & Society at Harvard University. *Enhancing Child Safety & Online Technologies: Final Report of the Internet Safety Technical Task Force*. 2008.
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Blue is for Boys, Pink is for Girls... Or Are They?

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

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

STANDARDS ALIGNMENT:

H2.Se3.8

Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation

TARGET GRADE: Grade 7/8

TIME: 50 Minutes

MATERIALS NEEDED:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

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

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

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

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

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

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

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

As students identify their sources of messages, feel free to ask whether other parts of the culture provide messages about gender, too. If the media is not mentioned, ask what kinds of gender images they notice on tv, in movies and in music videos.

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

MESSAGE	SOURCE(S)
<ul style="list-style-type: none">• In male-female relationships, the guy should be the one to ask the girl out.	Parents, media
<ul style="list-style-type: none">• Boys are supposed to be tough and not show emotion	Family, friends, media
<ul style="list-style-type: none">• Boys are supposed to always want to have sex, and girls are supposed to not want to have sex and fight them off.	Family, culture, media, religious groups

(10 minutes)

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

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

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

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

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

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

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

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

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

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

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

Homework: Martin and Tia

Name: _____ Date: _____

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

VERSION ONE:

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

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

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

VERSION TWO:

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

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

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

QUESTIONS:

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

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

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

Making SMART Choices

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

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

STANDARDS ALIGNMENT:

H1.Se4.7d

Describe factors that contribute to or protect against engaging in risk behaviors.

H5.Se5.8

Use a decision-making model to make health-related decisions.

TARGET GRADE: Grade 7/8

TIME: 50 Minutes

MATERIALS NEEDED:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Making SMART Choices

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

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

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

The MAKING SMART CHOICES Model

Student Handout

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

S – SLOW DOWN

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

M – MAKE A LIST OF YOUR OPTIONS

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

A – ANALYZE YOUR CHOICES

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

R – REACH A DECISION

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

T – THINK AND EVALUATE

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

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

The MAKING SMART CHOICES Model

Teacher's Guide

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

S – SLOW DOWN

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

M – MAKE A LIST OF YOUR OPTIONS

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

A – ANALYZE YOUR CHOICES

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

R – REACH A DECISION

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

T – THINK AND EVALUATE

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

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

Making SMART Choices Scenario #1

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

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

Making SMART Choices Scenario #2

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

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

Making SMART Choices Scenario #3

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

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

Reproduction Basics

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

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

STANDARDS ALIGNMENT:

H1.Se1.8a

Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation.

TARGET GRADE: Grade 7/8

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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Reproduction Basics

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

PROCEDURE:

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

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

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

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

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

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

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

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

Slide 4 – “While the ovum is on this journey, if it unites with sperm, the egg becomes fertilized and may implant in the lining of the uterus. Once a fertilized egg implants inside the uterus, a pregnancy has begun. If the pregnancy continues, nine months

Reproduction Basics

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

later a baby will be born.”

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

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

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

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

HOMEWORK: Reproduction Myth vs. Fact

Name: _____ Date: _____

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

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

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

Teacher Resource: Human Reproduction Sample Definitions

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

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

Vaginal Sex (sometimes called sexual intercourse)

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

Conception

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

Human Reproduction

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

Implantation

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

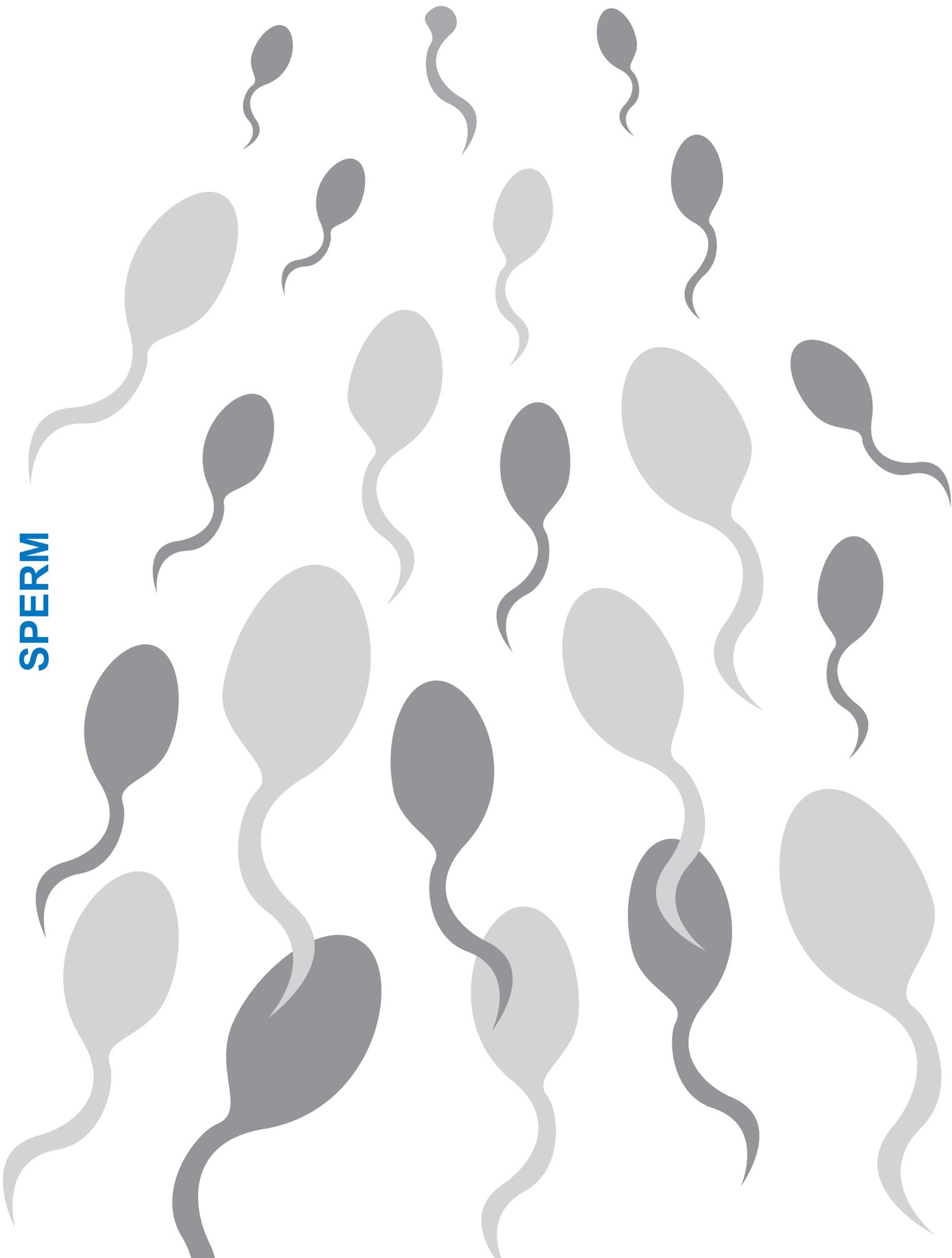
Fetus

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

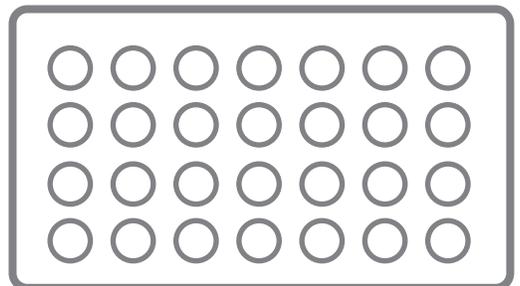
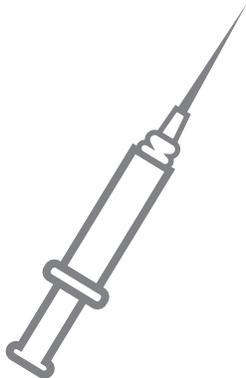
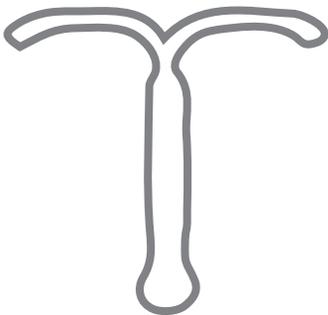
Pregnancy

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

SPERM

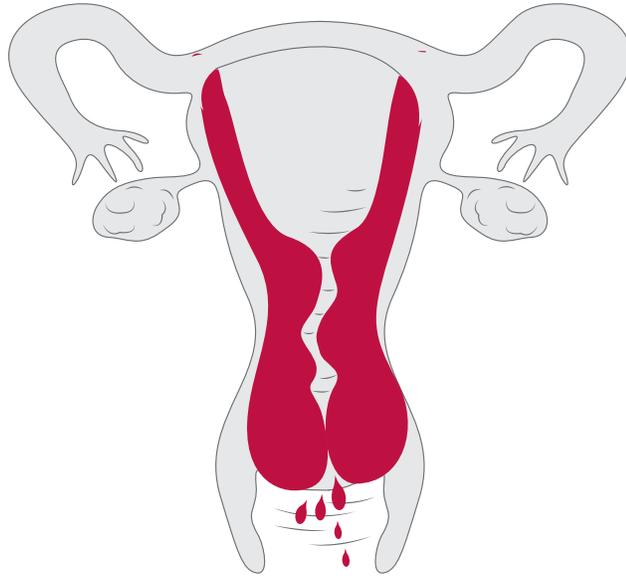


BIRTH CONTROL



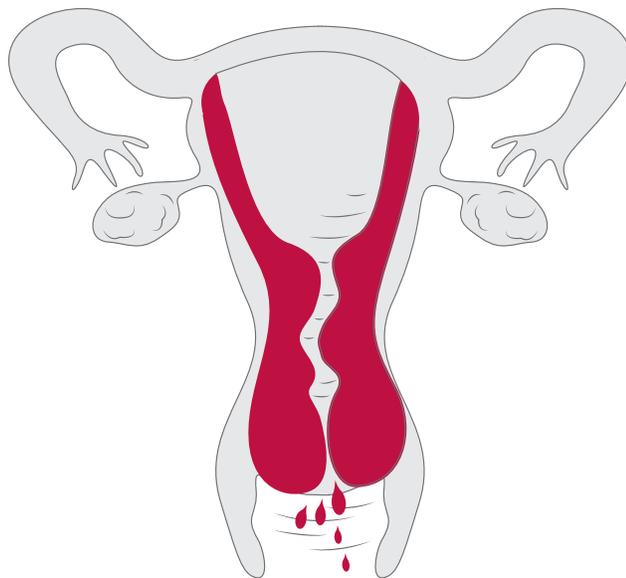
1

Menstrual period begins



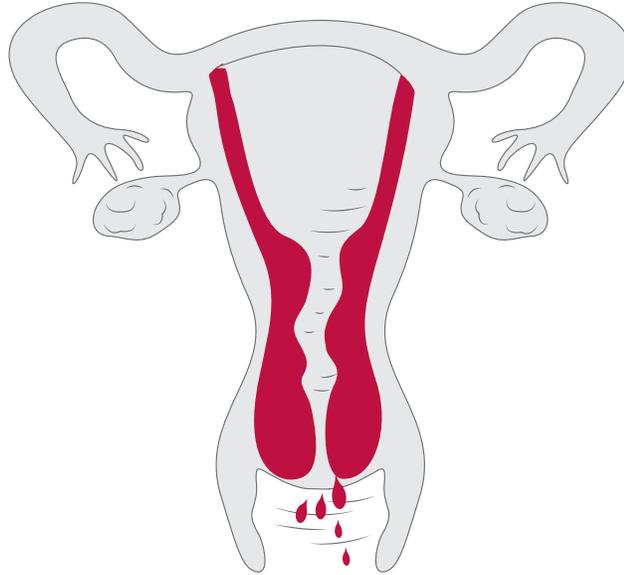
2

Menstrual period continues



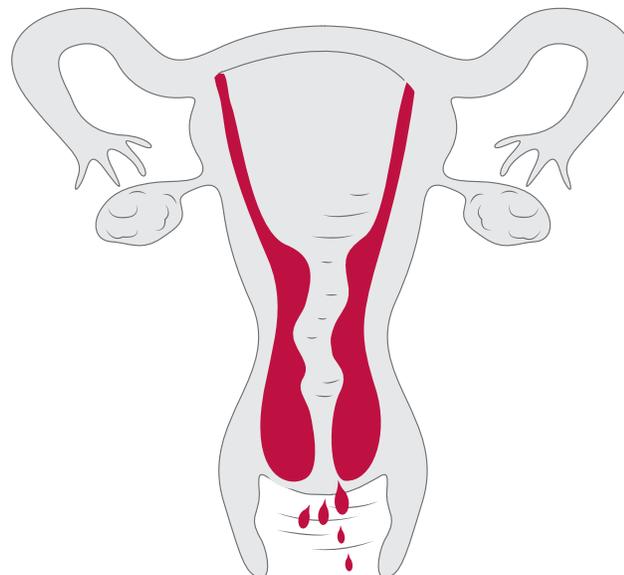
3

Menstrual period continues



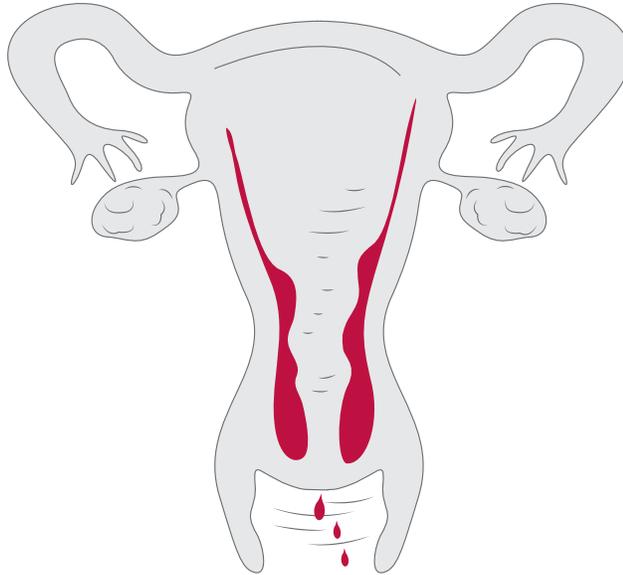
4

Menstrual period likely continues



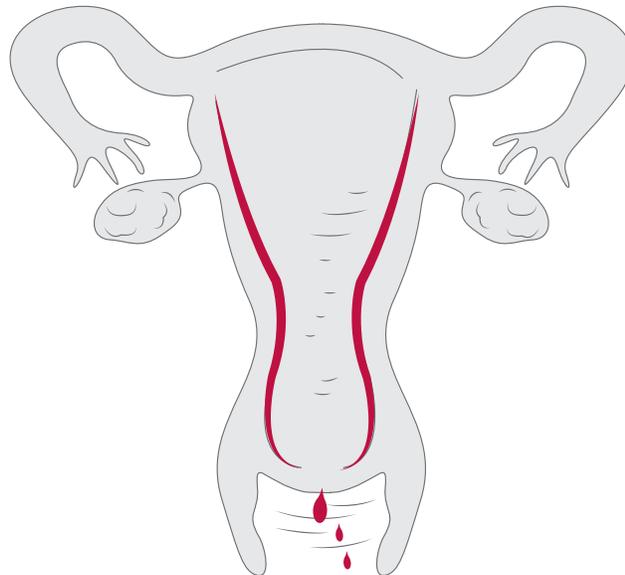
5

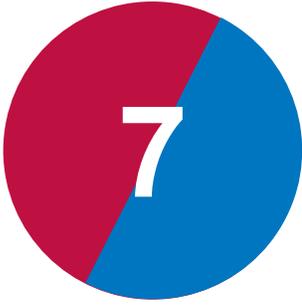
Menstrual period may continue/may be finishing



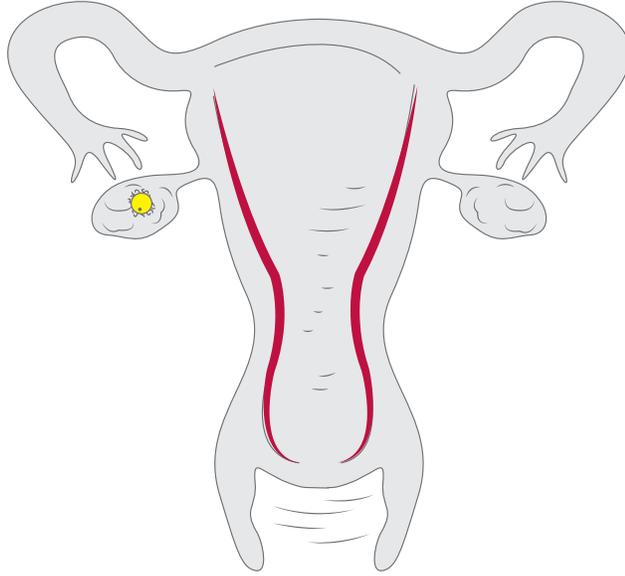
6

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

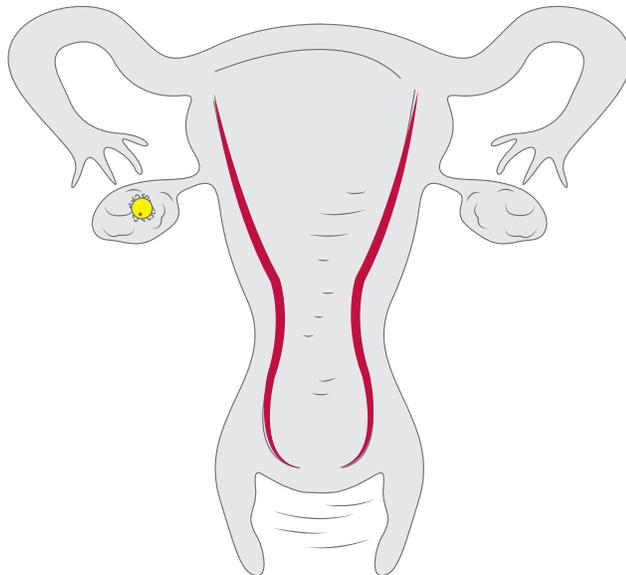




Menstrual period ending/ended and lining of uterus starting to grow again

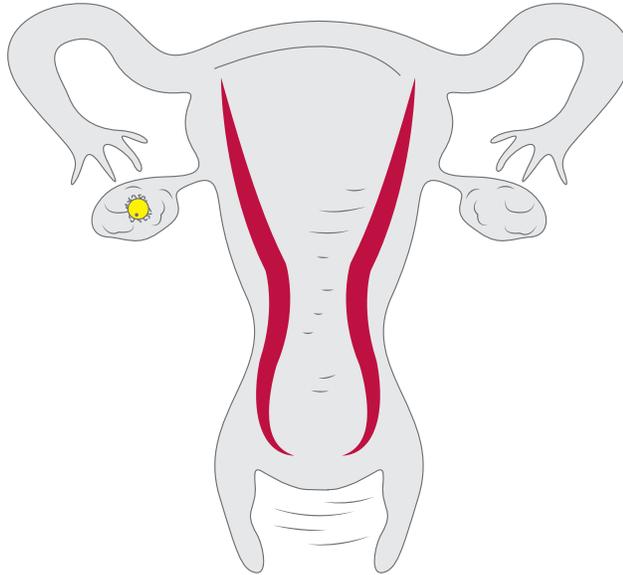


Lining of uterus continues to grow and one egg is preparing to be released



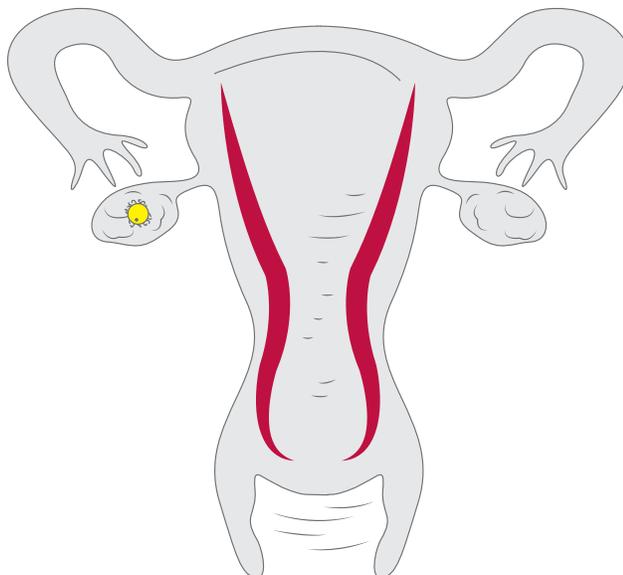
9

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



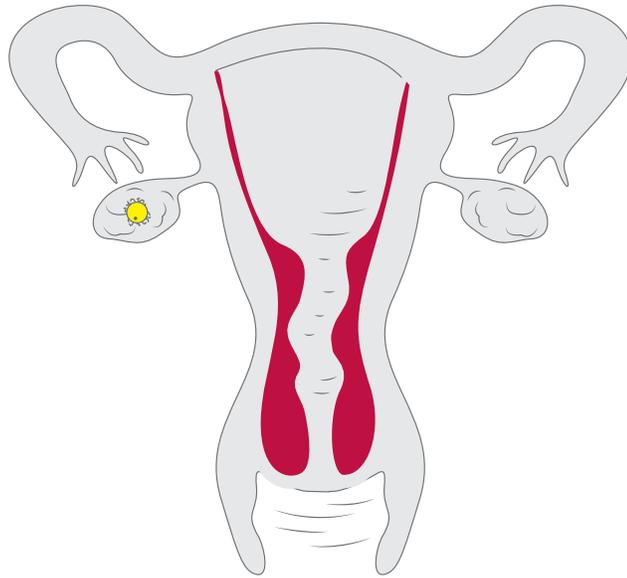
10

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



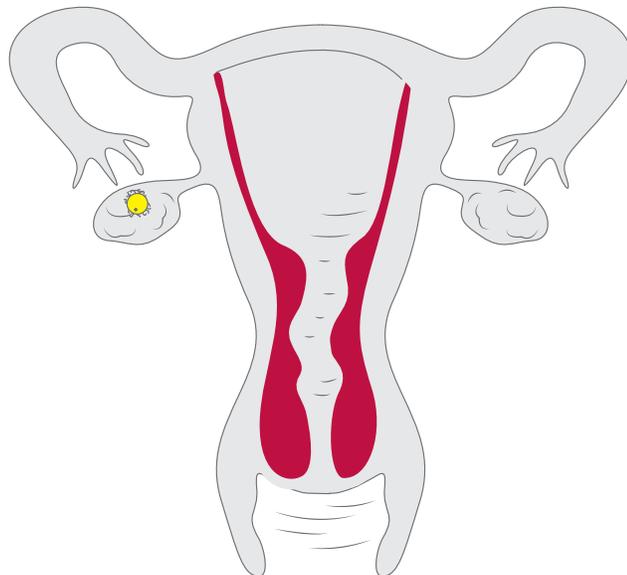
11

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



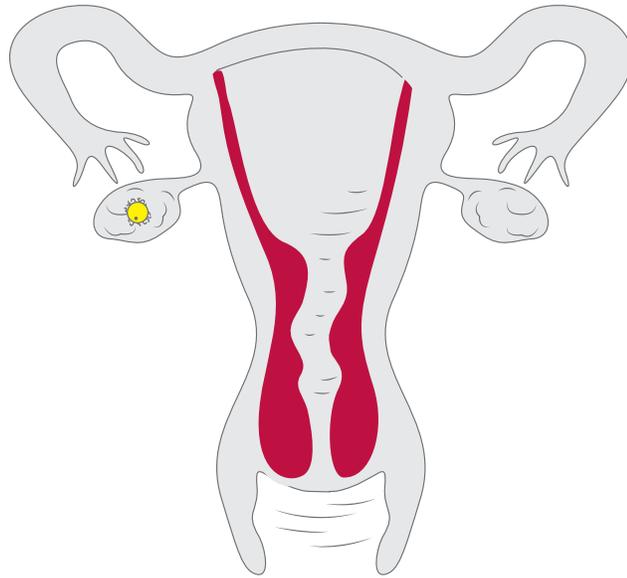
12

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



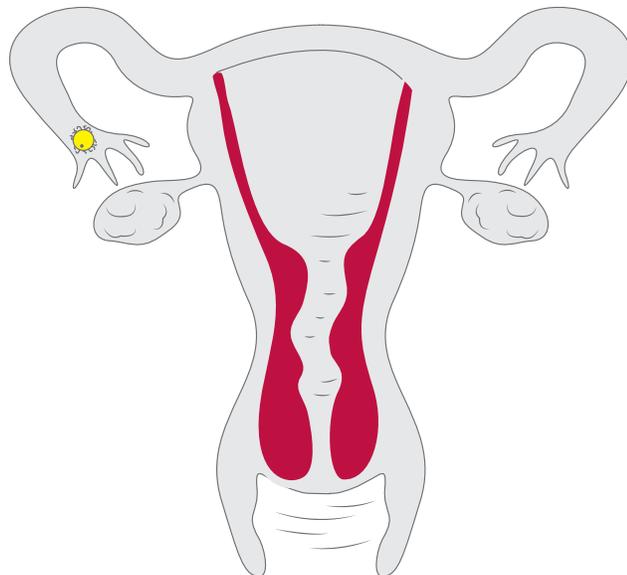
13

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



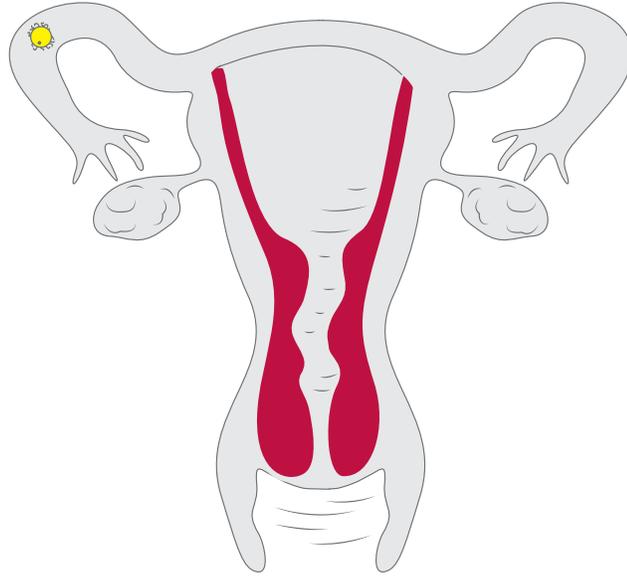
14

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



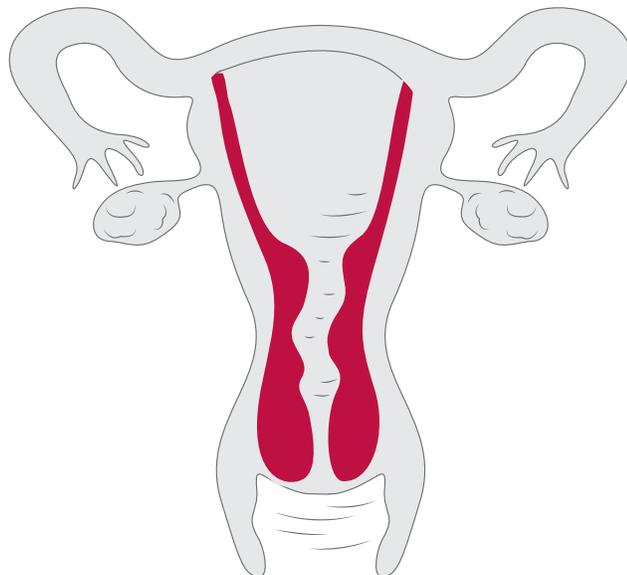
15

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



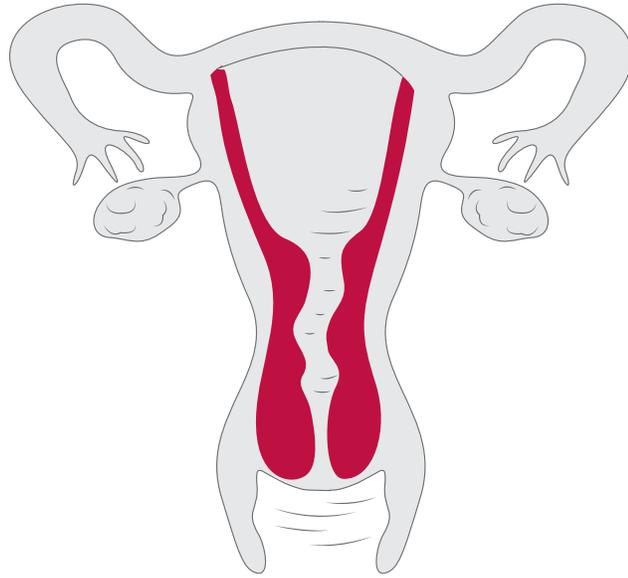
16

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



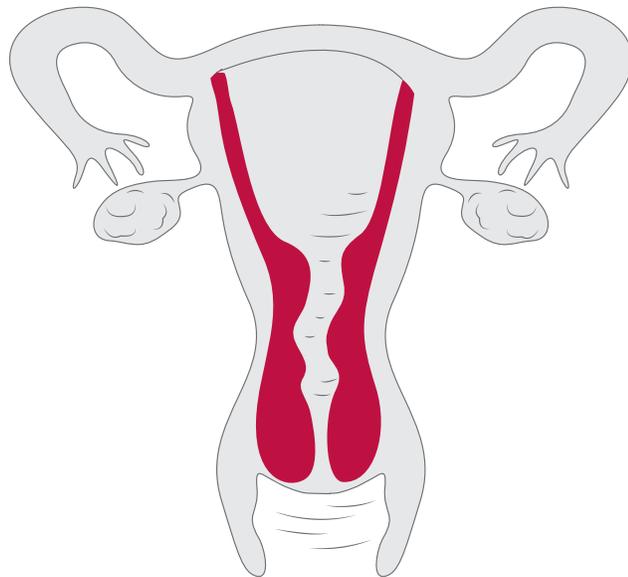
17

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



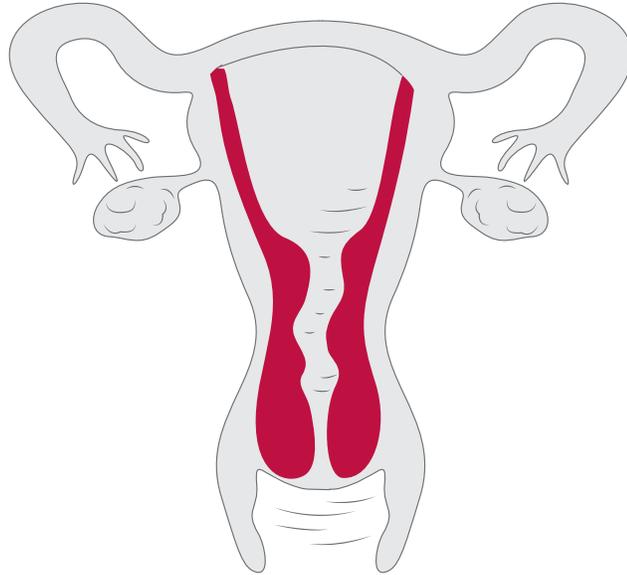
18

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



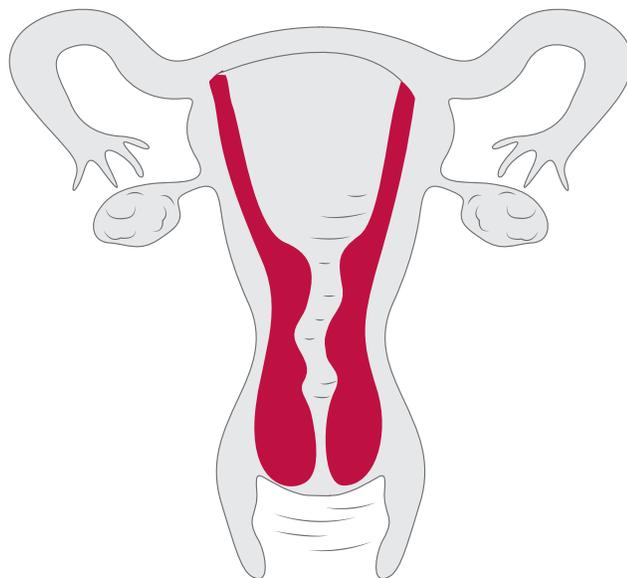
19

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



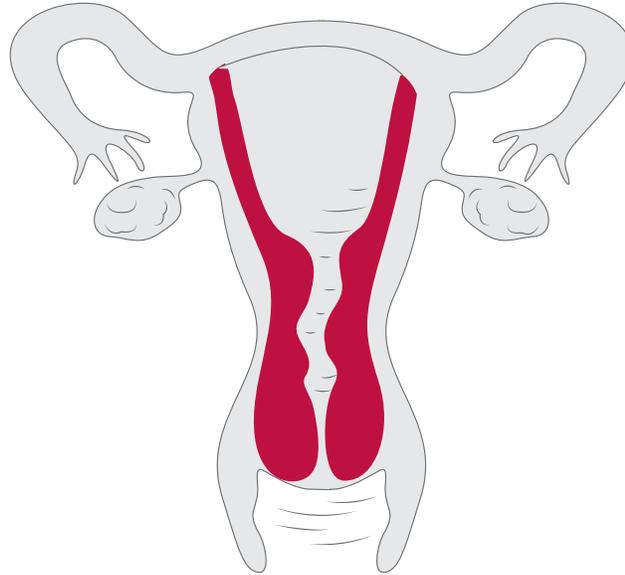
20

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



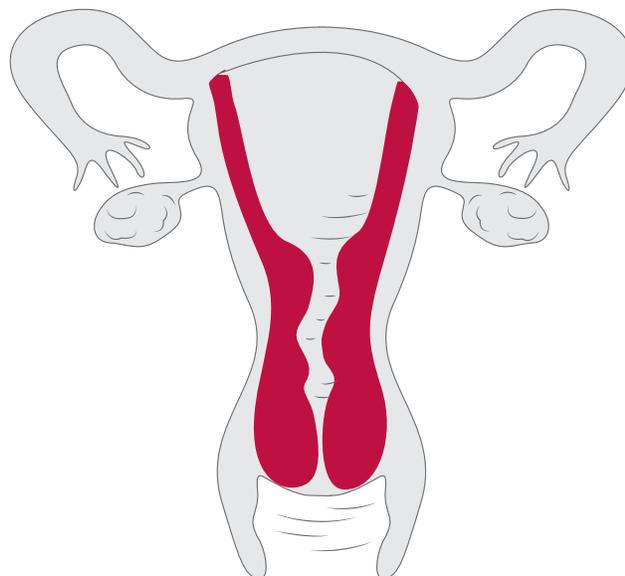
21

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



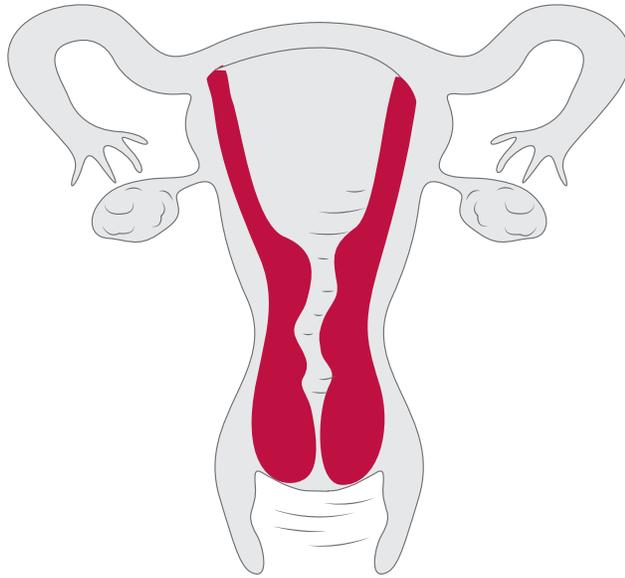
22

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



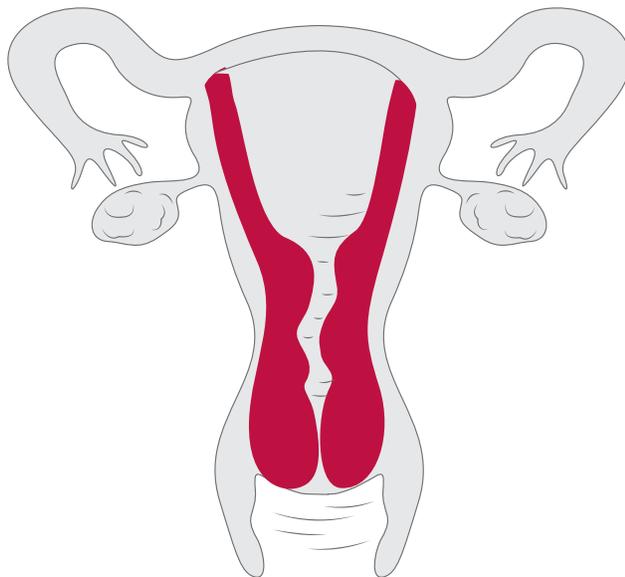
23

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



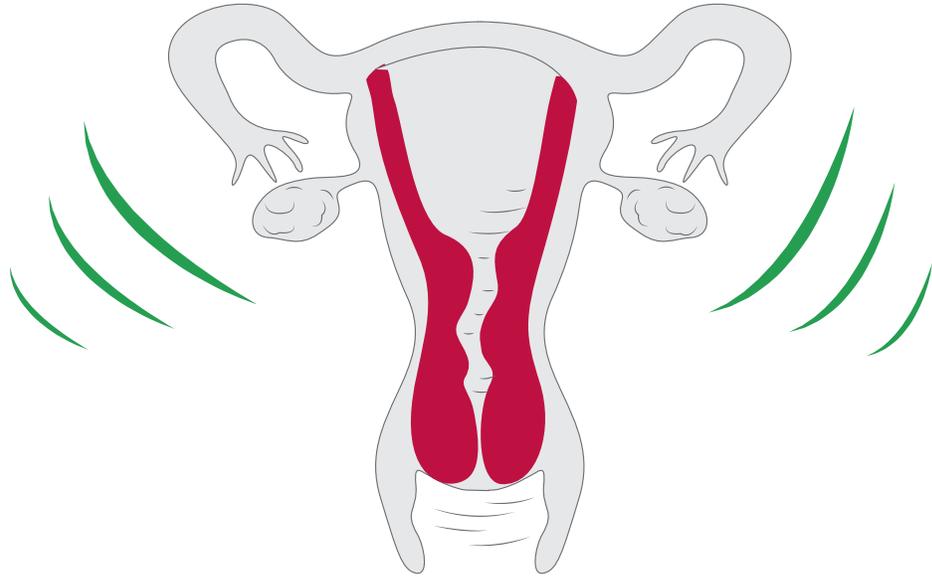
24

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



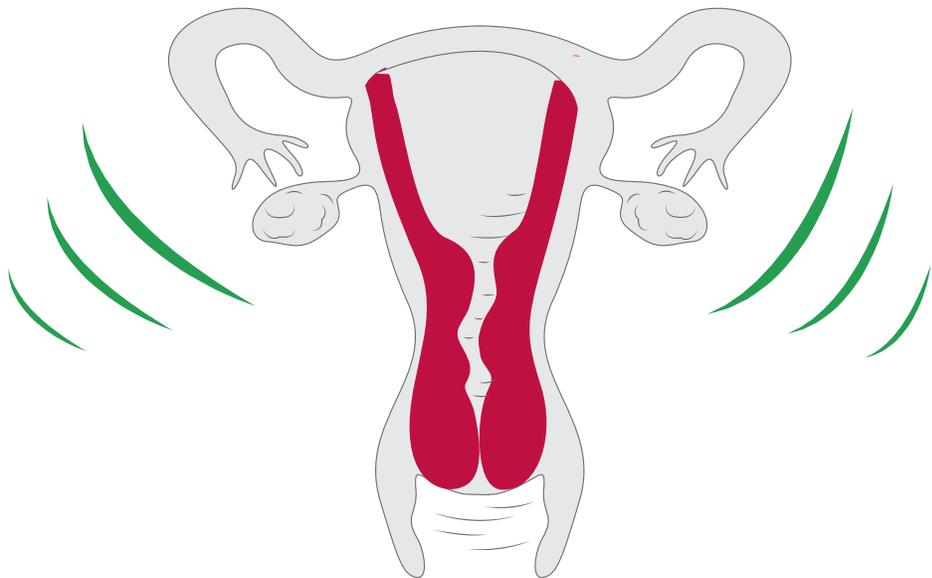
25

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



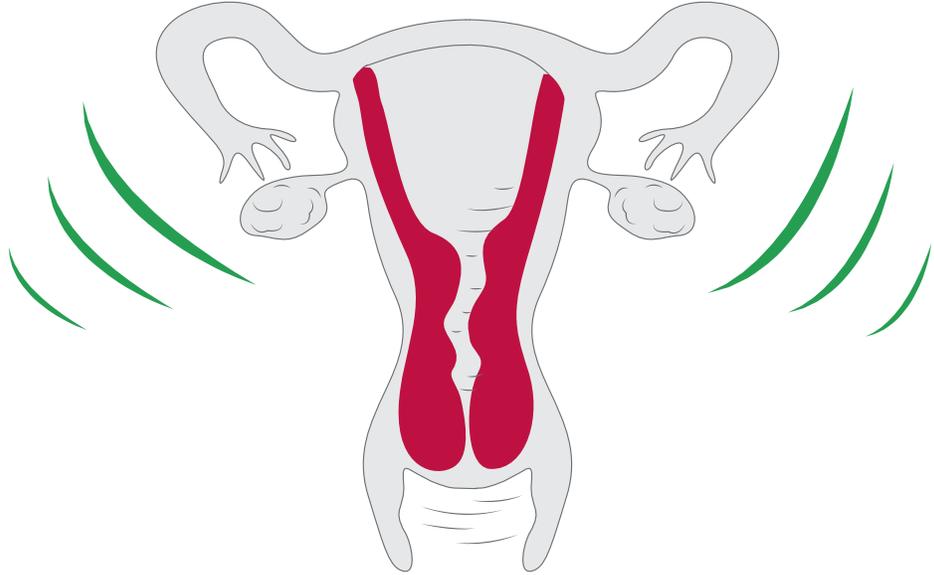
26

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



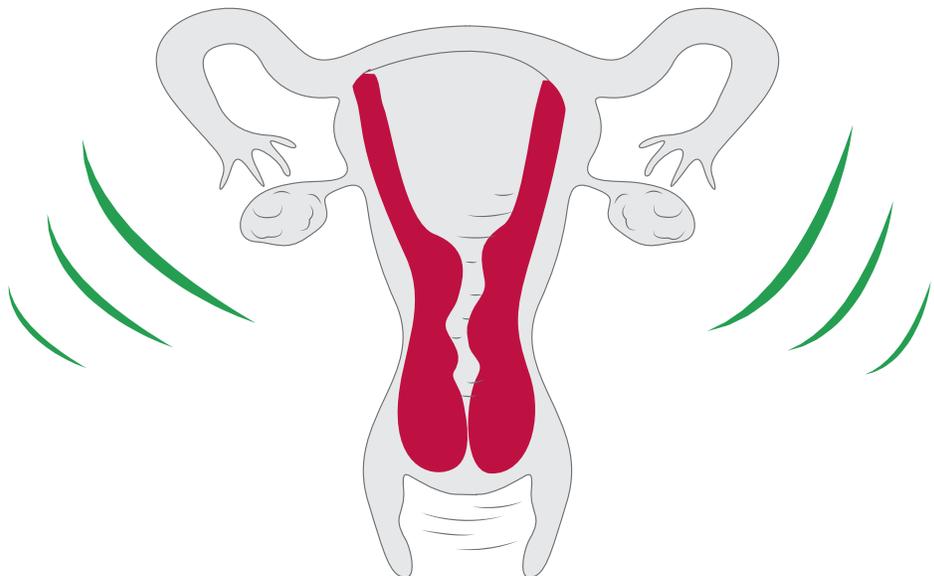
27

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



28

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



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.

STANDARDS ALIGNMENT:

H1.Se4.7a

List and describe commonly used methods of birth control, including abstinence

H1.Se4.8a

Summarize ways to prevent pregnancy and STDs

TARGET GRADE: Grade 7/8

TIME: 50 Minutes

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 Use" 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

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 use

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. This is intended to make

Birth Control Basics

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

the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the topic by 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)

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.

STEP 2: 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.

“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 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.

Birth Control Basics

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

“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 use 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 use sign in all three categories to show that a wide variety of methods can be used together.] (15 minutes)

STEP 3: 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.

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)*

Birth Control Basics

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

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 anyone chooses to have vaginal sex and they are not ready for a possible pregnancy, that using two methods together (dual use) 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:

Have students write something they had heard about condoms and weren't sure whether it was true or false on an index card.

Abstinence

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

Statement 2) Abstinence can help by delaying the possible consequences of sex.

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

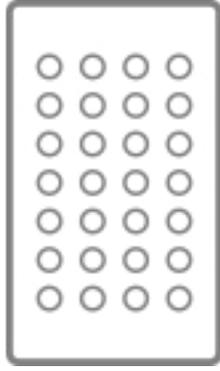


Statement 1) Condoms can help make sex last longer.

Statement 2) Condoms provide protection, so using two condoms at once is better.
(NOT TRUE – Using two condoms at once can cause the condoms to slip off or break from the friction. Instead use two different methods – condoms and a hormonal method for added protection.)

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

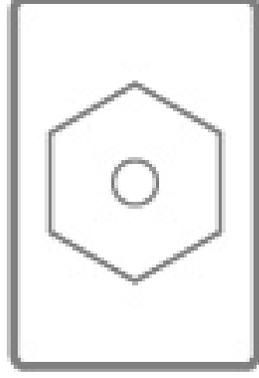
Statement 1) Withdrawal or pulling out, prevents most STDs.

(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



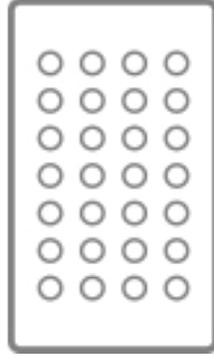
Statement 1) Anyone of any age and gender can buy emergency contraception from a drugstore like Target, CVS, Rite Aid or Walgreens.

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 Use



+



Statement 1) Dual use 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 use with their partner.

(NOT TRUE – Dual use 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**

I Am Who I Am

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

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

STANDARDS ALIGNMENT:

H1.Se3.7

Distinguish between biological sex, gender identity, gender expressions, and sexual orientation.

H4.W5.7

Use communication skills effectively with family, peers, and others.

TARGET GRADE: Grade 7/8

TIME: 50 Minutes

MATERIALS NEEDED:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

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

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

I Am Who I Am

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

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

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

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

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

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

Myth vs. Fact: Gender Identity and Sexual Orientation

Quiz

Name: _____

Date: _____

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

1. People can choose their sexual orientation.

MYTH

FACT

2. People can choose their gender identity.

MYTH

FACT

3. People can choose their gender expression.

MYTH

FACT

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

MYTH

FACT

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

MYTH

FACT

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

MYTH

FACT

Myth vs. Fact: Gender Identity and Sexual Orientation

Answer Key

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

1. People can choose their sexual orientation.

MYTH FACT

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

2. People can choose their gender identity.

MYTH FACT

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

3. People can choose their gender expression.

MYTH FACT

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

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

MYTH FACT

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

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

MYTH

FACT

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

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

MYTH

FACT

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

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

HOMEWORK:

Fix This! Creating Respectful Classrooms for LGBTQ Students

Name: _____ Date: _____

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

1. What happened in this video clip?

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

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

4. What should they have done?

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.

STANDARDS ALIGNMENT:

H2.Se8.8

Analyze the impact of technology and social media on friendships and relationships.

Digital Citizenship Standard:

Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions on line or when using networked devices

TARGET GRADE: Grade 7/8

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:

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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,
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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

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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.

Talking Without Speaking: The Role of Texting in Relationships

Worksheet

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>)

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.

STANDARDS ALIGNMENT:

H1.Se6.8b

Identify state laws related to sexual offenses, including when a minor is involved

H1.Se8.8

Define sexual consent and identify ways that consent can be communicated and accepted.

H1.So5.8a

Describe possible consequences of harassment, intimidation and bullying.

TARGET GRADE: Grade 7/8

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://www.youtube.com/watch?v=He1pu4VwKdM>
- 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

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Lesson can be overwhelming or triggering for some students who may 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

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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

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

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?

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.

STANDARDS ALIGNMENT:

H7.Se4.8

List the steps to using a condom correctly.

TARGET GRADE: Grade 7/8

TIME: 50 Minutes

MATERIALS NEEDED:

- 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
- 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)

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
- 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)

Using Condoms Effectively

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

STEP 3: 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 4: 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.

**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**

Protecting Your Health: Understanding and Preventing STDs

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

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

STANDARDS ALIGNMENT:

H1Se4.6b

Explain how STDs are transmitted.

H1.Se4.7b

Describe methods to prevent the transmission of STDs/HIV, including abstinence

H1.Se4.7c

Understand that all STDs are treatable and many are curable.

TARGET GRADE: Grade 7/8

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON:

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

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

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

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

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

Protecting Your Health: Understanding and Preventing STDs

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

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

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

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

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

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

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

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

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

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

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

Clue Worksheet #1: _____

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #2: _____

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

CHLAMYDIA

TRICHOMONIASIS

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HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #3: _____

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #4: _____

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

CHLAMYDIA

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SYPHILIS

GENITAL HERPES

Clue Worksheet #5: _____

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

CHLAMYDIA

TRICHOMONIASIS

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GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #6: _____

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

CHLAMYDIA

TRICHOMONIASIS

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GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #7: _____

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

CHLAMYDIA

TRICHOMONIASIS

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SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #8: _____

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Clue Worksheet #9: _____

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

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SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #1: Chlamydia

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #2: Genital Herpes

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #3: Human Papillomavirus (HPV)

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #4: Gonorrhea

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #5: Hepatitis B

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #6: HIV/AIDS

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #7: Scabies / Pubic Lice

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #8: Syphilis

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

Answer Key

Clue Worksheet #9: Trichomoniasis

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

CHLAMYDIA

TRICHOMONIASIS

HUMAN PAPILLOMAVIRUS (HPV)

HEPATITIS B

PUBIC LICE

HIV/AIDS

SCABIES

GONORRHEA

SYPHILIS

GENITAL HERPES

STD CLUE #1

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

You could be...

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

STD CLUE #2

Can you be **CURED** easily?

You could be...

CHLAMYDIA
GONORRHEA
SYPHILIS
SCABIES
PUBIC LICE
TRICHOMONIASIS

STD CLUE #3

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

You could be...

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

STD CLUE #4

**Does a condom offer really
good protection against you?**

You could be....

CHLAMYDIA
GONORRHEA
HEPATITIS B
SYPHILIS
HIV
TRICHOMONIASIS

STD CLUE #5

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

CHLAMYDIA
HUMAN PAPILLOMAVIRUS (HPV)
GONORRHEA
GENITAL HERPES
TRICHOMONIASIS

STD CLUE #6

Can you be transmitted through **ORAL SEX**?

You could be...

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

STD CLUE #7

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

You could be...

GENITAL HERPES

HPV

SYPHILIS

TRICHOMONIASIS

PUBIC LICE

SCABIES

STD CLUE #8

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

You could be...

**GENITAL HERPES
SYPHILIS**

STD CLUE #9

Are you CAUSED BY A PARASITE or “bug?”

You could be...

TRICHOMONIASIS

SCABIES

PUBIC LICE

STD CLUE #10

Do you have a *VACCINE*?

You could be...

HPV
HEPATITIS B

STD CLUE #11

Can you be detected by a BLOOD TEST?

You could be...

HERPES
HEPATITIS B
HIV/AIDS
SYPHILIS

HOW HIGH IS THE RISK FOR STDs? ANSWER KEY

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

HIGH RISK FOR STDs

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

LOW RISK FOR STDs

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

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

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

NO RISK FOR STDs

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

Homework: HIV and AIDS

Name: _____ Date: _____

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

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

**LOWER RISK
for STDs**

(CUT HERE)

**HIGH RISK
for STDs**

**NO RISK
for STDs**

(CUT HERE)

**Unprotected
vaginal sex**

**Deep
Kissing
("tongue")**

(CUT HERE)

**Bathing
together**

**Unprotected
anal sex**

(CUT HERE)

**Vaginal sex using
an external or
internal condom
correctly**

**Kissing on
the lips**

(CUT HERE)

**Unprotected
oral sex**

Mutual masturbation

(CUT HERE)

**Anal sex using
a condom
correctly**

Solo masturbation

(CUT HERE)

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

Holdings hands

(CUT HERE)

**Abstaining
from sexual
activity**