

They Love Me... They Love Me Not...

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.Se5.HSb

Compare and Contrast characteristics of healthy and unhealthy romantic and sexual relationships

H2.Se5.HS

Analyze factors that can affect the ability to give or recognize consent to sexual activity

TARGET GRADE: Grade 9

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with video, "Dating Abuse: Tools for Talking to Teens" – see above
- LCD projector and screen
- White board and markers
- Worksheet: What Would You Tell Them To Do? – one copy for every three students
- Resource sheet: Love Is Respect, cut up into individual squares
- Student journals [if they have them and are using them in your class]
- Extra pencils if students do not have them
- Lined paper if students do not have paper handy in class, both for the small group work and to write down the homework link

ADVANCE PREPARATION FOR LESSON:

- Download the video "Dating Abuse: Tools for Talking to Teens" from <https://vimeo.com/99610424> or work with the IT person at your school to enable internet access. It is also helpful to watch the video before class to ensure you can lead the discussion confidently.
- Print out the resource sheet, "Love is Respect," and cut up into individual squares, enough for each student to receive one square.

LEARNING OBJECTIVES:

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

1. Describe at least three characteristics of an unhealthy or emotionally abusive relationship. [Knowledge]
2. Explain at least one thing a person in an unhealthy or abusive relationship can do to leave that relationship. [Knowledge]
3. Identify their own feelings about partners' roles and responsibilities in a relationship when there is a power difference between the two. [Knowledge, Affect]

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: Say, "Everywhere around us are examples of people in romantic relationships. People in our families, people we know – celebrities, characters in tv shows and movies. We constantly get messages about what it means to be in a relationship – and then it's up to us to determine what we want and need, as well as what we're willing to put up with, since no one's perfect, and no relationship is perfect!

Some of you have already started being in relationships, and some of you haven't yet. No matter who we are or how old we are, we all hope

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for one thing: That our relationship is happy and healthy. We want to enjoy the time we spend with the other person. We want to care about them and know they care about us.

We also need to learn from our relationships – how to disagree respectfully and make up without holding grudges. We need to learn when and how to compromise, and when we need to dig in our heels and insist on something. Above all, we need to learn to recognize when things we don't like in our relationship are kind of frustrating but part of an overall give and take of a healthy relationship – and when things we don't like mean our relationship is unhealthy, or even abusive. That's what we're going to talk about today."
(3 minutes)

STEP 2: Show the video, "Dating Abuse: Tools for Talking to Teens." Stop the video right at 4:45 when the screen says, "Teens Need to Talk." Ask for general reactions to the video, then probe more deeply about what they saw by asking the following questions:

- What were some of the things the teens were excited about when they first met their boyfriends? Probe for:
 - He was funny; they laughed a lot
 - They spent a lot of time/did a lot together
 - He was cute/hot
 - He made them feel good about themselves
 - He was attentive – e.g., texting cute messages
 - He was smart
 - He was "mine" – the idea of belonging to another person
 - He was thoughtful
 - He was "different" – no one had ever talked to/done that for one of the teens before
- What were some of the things that happened in these relationships that indicated things were changing? Probe for:
 - Texting a lot and getting angry if they didn't text back
 - Getting annoyed or angry if they spent time with friends and family instead of their boyfriend
 - Wanting to know where they were and who they were with 24/7
 - Becoming possessive – including threatened by close or best friends who were male; accusing them of cheating
 - Jealous of activities or clubs they were involved in that didn't include the boyfriend
 - Giving ultimatums – "choose the club or that person or me"

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- Disrespecting boundaries – asking for sexy photos and the posting them on social media
- Commenting on – or even deciding on – what their girlfriend or boyfriend was wearing
- In each of the relationships, the person being controlled figured it was them – they were the problem, not their boyfriend. What examples do you remember of that? Why do you think they made those concessions – like quitting the debate team, or giving him more attention, or sending naked pictures, not just sexy pictures even when they seemed like they didn't want to do it?
- What happened in these relationships? Probe for:
 - All the power in the relationship was taken by the abusive partner – for example, one person said they “needed his permission to do anything”
 - One used threats – for example, threatening to show one girl's brother the naked photos; threatening to “out” or tell everyone that his boyfriend was gay
 - One used physical violence – shaking or even slapping his girlfriend
 - One boyfriend wanted to stop using condoms, even though his girlfriend was concerned about it – then became angry with her and forced her to have sex – which is rape, even if it's someone's boyfriend or girlfriend and even if they have had sex before
- In each of the relationships, the abusive partner had power and control over his girlfriend or boyfriend. What techniques did he use to control his girlfriend or boyfriend? Probe for:
 - He'd get angry – but then say how much he missed them.
 - He'd apologize
 - He'd promise not to do it again—“I'll change”
 - He gave flowers/gifts
 - He took away his boyfriend or girlfriend's sense of self-worth – e.g., “Who else would want me?” and “I felt stupid.”
 - He isolated his boyfriend or girlfriend from their friends and family

Say, “The most frequent question people ask of others who are in abusive relationships is, ‘why did you stay so long?’ or ‘why didn't you break up with them sooner?’ While this ends up blaming the person being abused (we should be asking the abusive person why they were abusive!), it is a very common question. What do you think some of the answers to that question are, based on what you saw in this video?” Probe for:

- It's not always so clear what's normal – what's a typical fight or typical attentiveness and what's abuse or being obsessive – especially if things were going well for a while and then started to go bad.

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- Because the person being abused usually has strong feelings for the abuser before they become abusive. They may hang on to hope that the abuser will change back to the sweet person they were before the abuse started – or may even blame themselves for the abuse.

Summarize the discussion by saying, “One thing that’s important to keep in mind here has to do with gender. In all of these cases, the person who was abusive was one gender, but people of all genders can be abusive, too – and it can happen in relationships where they have boyfriends and it can happen in relationships where they have girlfriends. So while the majority of reported relationship abuse cases are between a male-female couple where the guy is the abuser and the girl is being abused, a person of any gender can be in either position.” (20 minutes)

STEP 3: Say, “Given that people who are in abusive relationships can sometimes feel confused or unsure, people in their lives – family members or friends, for example – can play really important roles in helping the abuse stop. Let’s take a look at what some of those things are.”

Divide the class into groups of 3. Distribute the worksheets, “What Would You Tell Them?” Instruct them to work together to complete the two scenarios using a separate piece of paper if they want to write anything down. Let them know they have about 8 minutes in which to do the work together.” (10 minutes)

STEP 4: After about 8 minutes, ask the groups to stop their work. Ask for a volunteer to read scenario 1 aloud. Ask for a volunteer from another group to respond to the first question, then solicit other responses from other groups. Do the same with scenario 2, continuing to ask for volunteers from groups who have not yet spoken. The processing of this activity will depend on what is contributed by students, but you can use the following questions as a guide in order to get to some key issues around power differences in both relationships:

- What was it like to do that? What was [easy, sad, frustrating – fill in their answers] about it?
- What did both scenarios have in common? [That there was a power difference in each relationship; that someone who has strong feelings for another person doesn’t necessarily see when the relationship is becoming unhealthy or abusive.]
- What did you notice about the advice that was suggested for each scenario? How likely do you think it would be that Oliver or Karen would get out of their unhealthy relationships? Why?

Say, “Whenever you see something going on in a friend’s or a loved one’s relationship you don’t like, you have to ask yourself, ‘Do I say something? Is it my place?’ When it comes to an unhealthy or abusive relationship, the answer is yes – it’s really important to say something to let that person know you’re there for them, but without making them feel like they’re stupid for being in the relationship in the first place.” (15 minutes)

STEP 5: Explain the homework assignment, which will have them listen to a short podcast and react to it in their journals [if you have been using journals in class], or that they can

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complete by writing on a piece of lined paper or typing up their reaction on the computer. Write the following link on the board: <https://www.wnyc.org/radio/#/ondemand/531001> and ask them to write this down on a blank piece of paper or a blank page in their journals.

Note to the Teacher: *You may also wish to email or text the students the link after class to ensure they wrote it correctly.*

Say, “As you leave, I am going to give each of you a small piece of paper. Keep it for yourselves, or share it with someone you know who you think might need it. It has a text number for someone who thinks they’re in an unhealthy or abusive relationship – and a hotline for some more information about what you can do if this were to be you, or if you wanted to help someone else.” Distribute the small pieces of paper as they leave.
(2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class discussion and small group work will achieve the first two learning objectives. The third learning objective will be fulfilled by the affective homework assignment.

HOMEWORK:

Students will listen to an episode of Radio Rookie in which a teen’s older sister is in an abusive relationship and write a journal response to it:
<https://www.wnyc.org/radio/#/ondemand/531001>.

Worksheet: What Would You Tell Them To Do?

Scenario – What Would You Tell Him To Do?

Oliver is 14 and Emily is 17. He has never had a girlfriend before and can't believe that someone in the 12th grade is interested in him – especially someone as popular and beautiful as Emily. His friends tell him they don't like her – they think she's really bossy and fake, but he tells them they just don't know her. She likes when he comes to her soccer games after school – at the last one, he sat with a girl he's known since they were in kindergarten and considers one of his best friends. Emily sees them and they both wave to her on the field, but she doesn't wave back. When the game is over, she walks up to him, slaps him across the face and hisses, "Let's go!" and walks away. Oliver looks at his friend, shrugs, and runs after Emily.

1. In what ways does Emily have power over Oliver? How does she use this power?
 2. If Oliver came to you for advice, what would you advise him to do? Keep in mind how he feels about Emily.
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Scenario – What Would You Tell Her To Do?

Quinn and Greg are both in 10th grade and have been a couple for four months. Quinn has loved Greg in some way since they were little kids, and adults always joked they were destined to get married. Greg's father is the CEO of a major company and they have a huge home in the nicest part of town. Quinn lives with Quinn's dad, who works for the local cable company, in a one-bedroom apartment (Quinn sleeps in the living room). Quinn babysits every afternoon and weekend to make money to help pay for clothes and any social life with friends. Everything else goes into a college fund. Greg is intense – whatever he does, he does to the max – he goes out a lot and spends a lot of his dad's money. Everyone wants to hang out with him and he rewards people by paying for things – including Quinn. Greg wants Quinn with him all the time, and if Quinn is supposed to work babysitting, he just pays whatever Quinn would have earned that night. This is awesome for Quinn – getting the money and a social life! His parents are away a lot, and Greg has lots of parties at home when they're away. At one party, Greg calls Quinn over and asks Quinn to dance really sexy in front of his friends. Quinn whispers in his ear, "I don't do that kind of thing in front of other people." Greg smiles and says, "But baby, you work for me – and I want you to."

1. In what ways does Greg have more power in this relationship? How does he use this power?
2. If Quinn came to you for advice, what would you advise Quinn to do? Keep in mind how Quinn feels about Greg.

Sexual Orientation, Behavior and Identity: How I Feel, What I Do and 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:

H2.Se3.HS
Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation.

TARGET GRADE: Grade 9

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- LCD projector and screen
- PowerPoint: "Understanding Sexual Orientation"
- "Yellow Flag Language" flipchart sheet, prepared as described
- Worksheet: "Sexual Orientation: Myth and Fact" – one per student
- Teacher's Guide: "Sexual Orientation: Myth and Fact Answer Key" – one copy
- Teacher's Guide: "Yellow Flag Language" – one copy
- Homework: "Who Do I Know?" – one per student
- Masking tape
- At least one flipchart marker
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON :

- Prepare and post the flipchart sheet with the title "Yellow Flag Language" and a drawing of a yellow flag next to the word "language" on the right side of the front board so it isn't the main focus of the lesson. Fold the bottom up and tape it to the top so that students cannot see what is written on it when they come in.
- Review the list of "Yellow Flag Language" prior to the lesson

LEARNING OBJECTIVES:

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

1. Name at least three different sexual orientations. [Knowledge]
2. Describe the three components of sexual orientation (orientation, behavior, and identity) and how they are unique from and connected to each other. [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 students that today's lesson is going to be about sexual orientation. Say, "There's a lot of discussion in the media right now about sexual orientation – some of which is true, some of which isn't. Today's class is going to look at some of the language around sexual orientation, and correct a lot of the misinformation that's out there."

Go to the flipchart sheet with "Yellow Flag Language" written on it and take down the bottom half to reveal what is written there. Ask the class, "When you see a yellow flag out in the world – like by a construction site – what does that tend to mean?" Probe for "caution." Say, "A lot of times people are taught certain language around sexual orientation that is outright offensive or wrong – and other times, there are words that are sometimes okay and sometimes not. So depending on who or where we are, we may need to exercise caution before

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using them.

As we go along, it's very possible that some of these words or phrases will come up. If I hear one – and if I use one, which I may do as I go through today's lesson – I'm going to walk over here and put that word or phrase up on the list. If you've used a word or phrase and you see me put it up, please know you've done nothing wrong – you've actually helped me teach!" (3 minutes)

STEP 2: Start the PowerPoint and with the first slide visible, ask, "Let's start with that term itself – what comes to mind when you hear 'sexual orientation'?" Possible answers you might hear include:

- Who you like
- Who you're attracted to
- Who you have sex with
- The first time you have sex
- Your sexual preference*

Write responses on the board. If any yellow flag language words (marked with an asterisk) are shared, walk over to the flipchart sheet and write them there using the flipchart marker. Tell the class you'll come back to these terms later.

Go to slide #2 and read the definition there. Say, "Two things should stand out to you about this definition – what do you think they are?" After eliciting a few responses, go to slide #3 and point out the two key points about the definition: that people can be attracted to more than one sex or gender, and that it's about who you love – so you can know what your sexual orientation is even if you've never had sex or been in a relationship before. Explain, too, that if you're in between relationships you don't stop being the orientation you are.

Ask, "What names do we have for various categories of sexual orientation? For example, if someone is attracted only to people of a different sex, what might that person call themselves?" (Probe for "heterosexual;" chances are, you will hear "straight*." Be sure to say, "Straight – or heterosexual" as you put "straight" up on the yellow flag language list). Ask for other ideas, which may include:

- Straight*
- Gay
- Lesbian
- Homosexual*
- Bi or Bisexual
- Queer*
- Pansexual
- Asexual

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Note to the Teacher: *The last three may not come up at all, and it's up to you as to whether you wish to go into them with your students. Some classes will need very basic information, while others may know a bit more or be a bit more knowledgeable and/or mature and thus be able to discuss the last two or three.*

Once the list is up, go to slide 4 and ask students what they think each means. Probe for:

- Heterosexual – someone who is only attracted to people of a different gender
- Lesbian or gay – someone who is only attracted to someone of their same gender
- Bisexual – someone who may be attracted to people of their own gender AND to people of a different gender. This is different from someone finding all people attractive. It just means that the other person's gender isn't the defining factor as to whether the bisexual person finds that person attractive or falls in love with them.

Note to the Teacher: *If you choose to describe "pansexual," or if a student has used that term, this would be the time to explain what it means – that bisexual technically means "two," and pansexual means "many." So people who are attracted to more than two genders – including transgender individuals – may use the term "pansexual" rather than "bisexual."*

- Queer* – students often struggle with this one. It can be used in a number of ways: someone may feel like the other categories are too restrictive and don't describe them accurately. Someone may wish to take back the negative meaning of the word and use it as a positive way of describing who they are.
- Asexual – If this term comes up, you would define it as someone who does not have feelings of sexual attraction. An asexual person can still fall in love with and be in relationships with other people, but these relationships do not include a sexual relationship.

Note to the Teacher: *Some students will add in "transgender," mostly because they have seen the acronym, "LGBT." Be sure to tell them that being transgender is not about sexual orientation or who we are attracted to, but it is about how we understand our gender. For example someone may be male, or female, or transgender – and still have a sexual orientation. (12 minutes)*

STEP 3: Go through slides 5 – 7 to explain the concepts of Orientation, Behavior, and Identity. Then continue to slides 8-15 to discuss the examples.

Note to the Teacher: *In the examples provided on the PowerPoint, students will be asked to describe how they think a student identifies based on the examples given. If you ask, "How does this person identify?", and a student says, "Confused!"; it will be important to stop and talk about that so that all students feel safe and accepted. A helpful response might be, "Actually, that person isn't confused – someone who doesn't feel the same way might not because it's not them. But people feel the way they feel – it's not anyone else's right to label or judge others."*

Ask for reactions and questions from the students (there may be a lot!). Students may also

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*be very quiet, as this is a lot of information and it may confuse or overwhelm others.
(10 minutes)*

STEP 4: Say, “There’s a lot of talk in the media about people of all different sexual orientations. Some of it is true, and a lot of it is incorrect. Let’s do an activity now to take a look at some accurate information about sexual orientation and identity.”

Distribute the “Sexual Orientation: Myths and Facts” to each person. Tell them they have about 5 minutes in which to complete it individually.

After about 5 minutes, call time and ask them to pair up with someone sitting nearby to compare their answers. If there are questions where their answers don’t match, ask them to circle them to discuss in the larger group. (7 minutes)

STEP 5: Using the “Teacher’s Guide: Sexual Orientation Myths and Facts,” go through each question, asking different students to volunteer their answers. Have the class follow along and correct any they may have gotten incorrect. (13 minutes)

STEP 6: Say, “Before we finish up, I want to come back to this Yellow Flag Language list here on the board.” Go through each of the terms that are up there, supplementing as necessary from the “Teacher’s Guide: Yellow Flag Language.” Once you have gone through them all, ask if there are any other terms students have heard and if so, add them to the list and talk about why they should be used with caution.

***Note to the Teacher:** Students may use derogatory terms here, such as “faggot” or “dyke” or “homo.” If any of these are used, be sure to explain that they are red flag words, not yellow flag words, and should never be used because they are offensive.*

Distribute and explain the homework assignment, asking them to hand it in during the next class session. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The content provision of the lesson is designed to be an interactive lecture. As such, the contributions of the class and responses to probing questions will be used by the teacher to ensure they have achieved the learning objectives for the lesson.

HOMEWORK:

Worksheet: “Who Do I Know?”

Note: The Orientation, Behavior and Identity concept has been used by many sexuality educators over the years, and is not an original concept to this curriculum. Original author of framing orientation in that way is unknown.

Teacher’s Guide: Yellow Flag Language

The following is a guide to some of the terms relating to sexual orientation that belong on the yellow flag list, and therefore should be used with caution. If some or none of these are used by the students in class, be sure to add them to the list yourself and explain them to the class.

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Homosexual	Gay or Lesbian	<p>“Homosexual” was used as a mental health diagnosis until the early 1980s when it was no longer seen as a mental disorder by the American Psychological Association.</p> <p>Today, “homosexual” is often shortened to “homo,” which is used as an insult to people who are or are perceived to be gay (or to heterosexual people to mean they’re stupid, like “that’s so gay”).</p> <p>Yet, it is also an accurate category of sexual orientation that some people still use. If someone identifies as “homosexual,” someone else can’t say “you can’t use that term.” It’s their right to use whatever term feels right to them.</p>
Straight	Heterosexual	<p>The opposite of “straight” is “bent” or “crooked.” This can imply that there is something wrong with someone who is not heterosexual.</p>
Sexual preference	Sexual orientation	<p>“Preference” is a term that’s used only about non-heterosexual orientations. It is intended to minimize those who are anything other than heterosexual by implying their orientation is simply something they prefer, rather than who they are.</p> <p>This is a “yellow flag” term because bisexual and pansexual people may say, “I am attracted to people of all genders, but I tend to prefer being in relationships with _____.” In that case, the use of the word “preference” is correct.</p>

Teacher's Guide: Yellow Flag Language

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Choice	It depends: OBI	<p>Implying that a person's orientation is a choice is offensive. Heterosexual people do not choose to be heterosexual, it's who they are. Similarly, lesbian, gay, bisexual and other people do not choose to be their orientation, they are who they are.</p> <p>People do not choose their orientation (their feelings of attraction). They DO, however, choose how, whether and with whom they act on their feelings (behavior). They also choose what to call themselves (identity). This is why "choice" is a cautionary word – depends on how it's used.</p>
Sexual Lifestyle or Gay Lifestyle	Sexual Orientation	<p>"Lifestyle" refers to the manner in which a person lives their life. There is no such thing as one heterosexual lifestyle. Heterosexual people live very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships, they marry, they divorce, they have children, they travel, etc.</p> <p>Lesbian, gay, bisexual and other people also lead very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships – they marry, they divorce, they have children, they travel, etc.</p> <p>"Lifestyle" or "gay lifestyle" is a term used to make heterosexual people feel afraid of and disgusted by non-heterosexual people by creating stereotypes about how they live. When someone is depicted as different and less than human, it is easier to discriminate against them. Therefore, sexual orientation is always preferred over these terms.</p>
Queer	Queer, if...	<p>Many people who belong to social or power minority groups will sometimes use offensive terms among themselves in order to defuse the negative power of and reclaim these words. Many lesbian, gay, bisexual and other people identify as "queer," and many do not. Some will call each other "fags" and "dykes," which we consider to be red flag words. This will be confusing to heterosexual people who don't understand why it is offensive when they do the same.</p> <p>As a general rule, it is best to use lesbian, gay, bisexual, and heterosexual. Don't use "queer" or any other term unless a person tells you that that is how they prefer to be identified.</p>

Sexual Orientation: MYTH OR FACT?

INSTRUCTIONS: Decide whether each of the statements is a myth or a fact, and circle the corresponding response.

1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.

MYTH

FACT

2. Most people know what their sexual orientation is by the time they are 13 years old.

MYTH

FACT

3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

4. If you try really hard, you can change your sexual orientation – regardless of whether you are heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

5. In a same-sex relationship, one person plays a “male” or “butch” role, and the other plays a “female” or “femme” role.

MYTH

FACT

6. The majority of people in the world with HIV or AIDS are gay men.

MYTH

FACT

7. With the 2015 US Supreme Court Decision on marriage equality, LGB people now have all the same rights as heterosexual people.

MYTH

FACT

Teacher's Guide

Sexual Orientation: MYTH OR FACT?

1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.

MYTH

The answer here is really, “not necessarily.” Sometimes, a person will act in a way that fulfills stereotypes about a heterosexual, lesbian or gay, or bisexual person. But people act, speak, and dress in all different ways, regardless of their sexual orientation. They have many different kinds of families, jobs, and interests. So while someone may guess correctly that a person is a particular orientation, they could guess the same about someone with similar characteristics and be completely wrong. When in doubt, ask – or, better yet, wait for them to share with you who they are. We all have a right to decide when we want to share personal information about ourselves with others.

2. Most people know what their sexual orientation is by the time they are 13 years old.

MYTH

It's really different for everyone. Some people know from a very young age. Many children who do not end up identifying as heterosexual say they had a sense of being “different” growing up, but they didn't necessarily have the language to articulate it. Others are sure they are one orientation, and then come to discover later that they are not. Still, others know very well what orientation they are, but act in ways that will enable them to conceal it. This is particularly risky when it comes to safer sexual behaviors; if someone, for example, were to get pregnant or get someone pregnant in order to hide that they aren't heterosexual.

3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.

MYTH

The vast majority of lesbian, gay, bisexual, heterosexual and other people were raised by heterosexual parents or caregivers. Similarly, there are lesbian, gay, bisexual, and other parents and caregivers who raise heterosexual children. A parent or caregiver does not determine a child's orientation by how they behave with their child, by their own orientation, or by the activities their children do at home or out in the world. (For example, playing with dolls does not “make” a boy gay – he may be and he may not be, but his orientation was already determined before he started playing with those dolls.)

4. If you try really hard, you can change your sexual orientation – regardless of whether you are heterosexual, lesbian or gay, or bisexual.

MYTH

Nope. You can change your BEHAVIORS, you can change your IDENTITY – but you can't

change your ORIENTATION, or how you feel. Feelings of attraction are discovered, not chosen. It isn't something a person can turn on and off like a light switch. We don't choose who we are attracted to. Now, sometimes we can discover new feelings of attraction – for example, always being attracted to one gender, and then finding someone or others of a different gender attractive later in life. That is different from sitting down and trying to change the way you feel – or from going to therapy or to church to try to influence your feelings. It doesn't work, and can end up doing real psychological and emotional harm.

5. In a same-sex relationship, one person plays a “male” or “butch” role, and the other plays a “female” or “femme” role.

MYTH

Like in question number one, this is also a “not necessarily” answer. Most societies are stuck in a binary gender perspective – meaning that there needs to be a man figure and a woman figure in a relationship for it to work. As a result, people will look to a stereotypically “masculine” person to fulfill the “male” role in a same-gender relationship, and a “feminine” person to fulfill the “female” role. Now, in some relationships, people do express characteristics that may be judged by some to be either “masculine” or “feminine” – but gender doesn't necessarily determine this. For example, in a different-gender relationship, a female partner may support the family financially while her male partner is a stay-at-home dad and raises the children. In a lesbian relationship, one partner may make more money and the other may stay home and raise children. It is circumstance that causes these decisions to be made, not the desire to “be like a man” or “be like a woman”.

6. The majority of people in the world with HIV or AIDS are gay men.

MYTH

Approximately 37 million people around the world are living with HIV or AIDS. Women and children make up about half of those cases, and men make up the rest. The vast majority of people living with HIV around the world are women who contracted HIV from a male partner. Keep in mind, however, many people have same-sex behaviors but don't identify as gay or lesbian.

7. With the 2015 US Supreme Court Decision on marriage equality, LGB people now have all the same rights as heterosexual people.

MYTH

The US Supreme Court decision granting the right for same-sex couples to marry throughout the US only applies to that. In many states, LGB people can still be discriminated against in the workplace, in housing and in medical settings. It was a huge decision relating to equal rights, but there is much work left to do to eliminate prejudice and stigma for LGB people.

Homework: Who Do I Know?

Name: _____ Date: _____

INSTRUCTIONS: Please complete the questions below, using people in your own life or people you've seen in the media, whose sexual orientations you know, and who represent more than one of the orientations we discussed in class, listed below. What have you learned from them about what it's like to be their sexual orientation?

1). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?

2). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?

3). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?

Decisions Decisions

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:

H5.Se4HS

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

TARGET GRADE: Grade 9

TIME: 50 Minutes

MATERIALS NEEDED:

- A donut – any kind
- A paper plate and napkin
- Donut Nutritional Information – one copy
- “Decisions, Decisions” – one per student, prepared as booklets as described
- Worksheet: “What’s Your Dogma?” – one per student
- Teacher’s Guide: “What’s Your Dogma?” – one copy
- Homework: “Teach Your Parents Well” – one per student
- White board and markers
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Print out enough copies of the “Decisions, Decisions” pages for all students to have one whole set. Cut each sheet in half, and put them together in order with “Decisions, Decisions” on the top. Staple them in one corner to create individual booklets, one per student.
- Become familiar with the decision-making model below so that you can present it easily in class.

LEARNING OBJECTIVES:

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

1. Describe the steps involved in one decision-making model. [Knowledge]
2. Apply the decision-making model to a scenario relating to pregnancy prevention and safer sex. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Say, “We make decisions every single day. What are some of the decisions you have made before you got to class today?” Possible answers may include:

- What to wear to school
- What to eat for breakfast
- Whether to take the bus/subway/walk to school
- Who to sit with at lunch
- Whether/how to respond to someone’s text

Say, “What we’re going to look at today is how we make decisions, focusing on making decisions that have to do with sexuality.” (2 minutes)

Decisions Decisions

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

STEP 2: Make sure all the students have a pencil or other writing implement. Distribute the decision-making booklets to every student face down, asking them not to turn them over until you have said so. Explain that, when you say go, you're going to ask them to turn over their booklets. On each page of these booklets is a situation in which they need to decide whether to do something. Tell them that you are going to read each situation and they must immediately decide whether they'd do what is described or not and then circle "yes" or "no" to reflect their choice. Tell them that no one will see their answers except them, so they should be completely honest.

Ask whether there are any questions and then ask them to turn the booklet over, turn to page 1 and read what's there. After you've read the brief scenario, say, "Yes or no?" Immediately say, "Turn the page," and read the scenario on the second page. Continue in this rapid fire way until you've completed the entire packet. (6 minutes)

STEP 3: Ask the students, "What was it like to do that?" Probe for responses, which will vary, but may include:

- It was easy
- It was difficult
- It went too fast
- It was fun

Ask, "Did this reflect how you usually make decisions? Why or why not?" Talk about how it may depend on the situation; how it may depend on what other factors are going on at the time. Ask for an example of what else they'd need to know in one of the examples in order to make a decision. (8 minutes)

STEP 4: Say, "This is very typical of how we make decisions every day. I'm guessing most of you did not sit staring at the breakfast choices this morning for 20 minutes wondering, 'Cheerios? Toast? Hmm...' You thought for a moment about what you wanted, you listened to what your body was saying, and you made your decision. That works for moving us through the day. What it doesn't work for is making decisions about sex and sexuality. Let's talk about that now."

Ask whether anyone has ever heard the word "dogma" before. Say, "A dogma is a set of principles or values or beliefs we have. They may be informed by our families, our friends, our religious group if we have one, and just our own thoughts about what we do and don't believe. When it comes to sexuality, we are making decisions based on what we know and what we believe. So when you think of making sexuality-related decisions, think about your own DOGMA."

On the board, write "DOGMA" in a column going down one side of the board. Say, "In this lesson, 'dogma' both means your beliefs and it is how you can remember the steps to making an effective decision that reflects those beliefs."

Next to each of the letters write the corresponding word, and go through each as outlined:

D = Determine what the situation is

Explain that in the scenarios given in the booklet, the scenarios were quick and easy – they

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either knew for sure because of their beliefs, or made a choice based on what they wanted in the moment. Explain that after you have gone through the model, you are going to talk about how you determine what the real situation is that they need to make a decision about.

O = Brainstorm your Options

Say, “We always hear people say, ‘I didn’t have a choice’ or ‘what was I supposed to do?’ For example, in one of the situations in the booklet, people might say, ‘that donut was calling to me!’ Of course, they’re joking – donuts can’t talk... but when we say we didn’t have a choice, many times it’s a way of making an excuse for just doing what we want to do.

Let’s stick with the donut example, because obviously, I’m hungry today. Are there only two possible outcomes, either eat or don’t eat the donut? No. I could [write these on the board] eat the donut, not eat the donut, eat part of the donut, take the donut and leave money for the person whose donut it was, I could leave a note for the person that reads, ‘if no one wants this donut, can I have it?’ sign my name and not eat it until I’ve given enough time for people to say whether they want it themselves.”

G = Gather Information about and weigh the pros and cons of each option

Say, “Once I have thought of my options, I need to gather information that will help me make my decision. Sometimes, this information is in my brain and I just need to access it. Other times, I’ll need to ask someone else for their thoughts or what they know or have experienced – or I might need to go online.

For example, say I want to eat the donut, but I’m also trying to be healthy and watch what I eat. That doesn’t mean I might not still eat it, but I need to know a bit more about the donut so I can determine – is it worth it?”

Hold up the Donut Nutritional Information and explain the one you found that does less harm, and one you could have that was much higher in calories, fat, etc. Explain that while you could eat either – or both – the impact of each is different because of the amount of fat, sugar and calories in each.

Say, “Now that I’ve gotten some information, I need to look at what the advantages and disadvantages of each option are.

Let’s talk choice one: I don’t eat the donut at all. What are some of the advantages of that?”

Probe for “You’ll feel better about yourself,” “You won’t feel gross afterwards,” “You won’t have a sugar rush and then the crash afterwards” as advantages, and “You won’t have eaten what looks like a yummy donut” as one disadvantage.

Then ask, “Now, what about a different choice? What if I just eat some of donut? What are the advantages and disadvantages?”

Probe for, “You still get some of the donut, but not as many calories or fat or other bad stuff” as an advantage and “You don’t get the whole thing” or “You may make the person whose donut it is really mad by only taking a piece of it” as disadvantages.

Say, “These are all good things to keep in mind. Also tuck away in your mind that the number of advantages and disadvantages you identify tells you something. If I can come up

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with ten reasons not to eat the donut, and only one reason TO eat the donut, I need to really pay attention to that.”

M = Make a decision

Say, “So you’ve made a list of each options and weighed the pros and cons to each. Now you need to go ahead and decide what to do based on those things.”

A = Act on your decision

Say, ‘Now that I’ve made my decision I’m going to act on it. I pop that donut into my mouth and make all sorts of yummy noises as I eat it -- even as the person who owns the donut is yelling, ‘what are you doing?!’ Or, I walk away, feeling superior to everyone who I think was weak, knowing I made the right choice for my health.”

Summarize the steps of the model again. Then say, “So, we’ve gone from making a decision in a split second to going through a whole model that feels like it would take 15 minutes to do. But that’s not the case. By practicing this model, decisions start to come easier and easier – they’re just more thought-out.” (12 minutes)

STEP 5: Break the class into groups of 3. Hand out the worksheet, “What’s My DOGMA?” to each student, so that everyone can follow along, even if they complete only one for the triad. Ask them to put all three names on one of the sheets and designate a writer. Ask for a volunteer to read the scenario aloud to the class. Then ask students to decide which of the two characters they plan to represent and go through the worksheet and practice their DOGMA. Tell them they have about 10 minutes in which to do this. (12 minutes)

STEP 6: After about 10 minutes, stop the groups. Ask for one group to present their D and O, also asking for input from other groups. Record these on the board. Go to another group and ask them to share their G and M, again, asking for input from other groups to supplement.

Then go around the room and ask each group to share their final decision, or their A. If there is repetition, place check marks on the board next to any decisions that are repeated.

Once all the groups’ actions are recorded on the board, ask the students to reflect on what they notice about the decisions people reached. Each list will be different, but you may hear any or all of the following:

- Most of us picked the same answer
- There’s a lot of variety in what we said we’d do
- I started the activity thinking I’d do one thing, and ended up deciding something else

Ask, “Did you notice a difference when it was Kyle who they represented vs. Erika? Why do you think that was?”

Note to the Teacher: *If none of the students select Kyle, be sure to talk about whether and how they think it might have looked differently had someone selected that character instead.*

After students have shared their responses say, “The point is not to get to the same outcome, although some of you may have. The point is that, whatever decision you make, you want to think it through carefully before making it.”

Decisions Decisions

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Take the donut from the plate, wrap it in the original bag or paper, and throw it in the garbage.

Then tell students about the homework and distribute the worksheet. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class description of the model will fulfill the first learning objective (the second in-class activity and homework will also reinforce the first learning objective). The homework assignment will achieve the second learning objective.

HOMEWORK:

“Teach Your Parents Well” worksheet, in which students need to walk through the decision-making model with one of their parents/caregivers and then help them make a decision they have to make.

Note: Decision-making booklet activity adapted from an activity created by Michelle Gerka, CAI Global.

Teacher's Guide: What's Your DOGMA?

Note: There will be all different responses from students. This provides a sample so you can help guide them on how to use the decision-making model effectively. It represents one possible choice, not necessarily the right choice.

Kyle and Erika have been together since the beginning of 8th grade. They've made out a lot and know how to make each other feel good, and haven't really had any complaints about that part of their relationship. It's almost the end of 9th grade, and they both feel ready to start having sex. Neither of them has ever had sex with anyone else before, although Erika performed oral sex on the guy she liked before Kyle (she didn't tell Kyle because she doesn't think that's really sex). Kyle and Erika don't want Erika to get pregnant, but they're not sure what their options are for protection. Neither of them will have sex without some kind of protection.

Character You're Representing (circle one): Kyle Erika

D – DETERMINE WHAT THE SITUATION IS

We both want to have sex, but we don't know what the most effective protection is.

O – BRAINSTORM YOUR OPTIONS

We can research birth control online and figure out what our options are.

We can go to a teen health clinic and find out more information there.

We can call/text a clinic hotline I saw advertised on Facebook to get more information.

We can ask a parent/trusted adult to get more information.

We can do nothing and just hope we're lucky and she doesn't get pregnant.

G – GATHER INFORMATION ABOUT AND WEIGH THE PROS AND CONS OF EACH OPTION

I want to talk with Erika about what birth control is available.

I want to figure out if we should get tested for STDs too?

I need to think about whether I am comfortable using condoms, since two methods work better together (I just read that on a website).

I need to find out from Erika what she would consider using.

(Note: A couple of options)

1) Get birth control from teen health center

PROS

Prevent pregnancy

If condoms, could prevent STDs

Will help us relax knowing we're protected

CONS

Might be embarrassing to go to clinic/drugstore

Might cost a lot of money depending on method

No method works 100% by itself so we should use two methods together (dual use)

Teacher's Guide: What's Your DOGMA?

2) Don't get birth control and hope Erika doesn't get pregnant

PROS

We don't have to do anything

It doesn't cost money

risk

CONS

Big risk for pregnancy

Erika getting pregnant would be a disaster

If there's a risk of pregnancy, there may be a
of STDs

M – MAKE A DECISION

Based on all of this, you decide that you think it would be best to use two methods, a condom and the pill.

A – ACT ON YOUR DECISION

I'm going to go out and get some condoms and talk with her about how she feels about getting on the pill. I'll offer to go with her to the clinic, too.

Student Worksheet: What's Your DOGMA?

Name: _____ Date: _____

Name: _____ Name: _____

INSTRUCTIONS: Read the following scenario. Decide whether you want to represent Kyle or Erika, then walk through the DOGMA decision-making model and make your choice!

Kyle and Erika have been together since the beginning of 8th grade. They've made out a lot and know how to make each other feel good, and haven't really had any complaints about that part of their relationship. It's almost the end of 9th grade, and they both feel ready to start having sex. Neither of them has ever had sex with anyone else before, although Erika performed oral sex on the guy she liked before Kyle (she didn't tell Kyle because she doesn't think that's really sex). Kyle and Erika don't want Erika to get pregnant, but they're not sure what their options are for protection. Neither of them will have sex without some kind of protection.

Character You're Representing (circle one): Kyle Erika

D Determine what the Situation is

O Brainstorm your Options

G Gather Information about and weigh the of Pros and Cons of Those Options

M Make A Decision

A Act on Your Decision

DECISIONS, DECISIONS

You're about to leave for school. Your parent/caregiver has left their wallet out on a table and you know you could use an extra \$5 to have at school today. They probably won't miss it and you're late already – do you take it without asking?

Yes

No

You have the same class as another friend, and both sections have a quiz that day. Your friend grabbed an extra copy of the quiz when they were being handed out and offers it to you before class. Do you accept?

Yes

No



You really like your best friend's boyfriend or girlfriend. Like REALLY like them. You'd never say anything to them out of respect to your best friend – but one day, the boyfriend or girlfriend comes up to you and says, "I think I like you instead." Do you tell your best friend?

Yes

No

Your boyfriend or girlfriend is in the bathroom and left their phone out. You hear that they got a text – do you look to see who it's from?

Yes

No



You're walking down the street behind someone, and as they're walking you notice they drop something. Once you catch up, you see it's a Visa gift card.
Do you keep the card?

Yes

No

You are really trying to be healthy and have cut out almost all sugar from your life. This has been very difficult, as you are a total sugar fiend! You walk into class early and the room's empty, except for a coffee urn in the back left over from a teachers' meeting... and a plate of donuts. No one will see you – do you take one?

Yes

No



Donut Nutritional Information

Donuts	Serving Size	Calories	Calories from Fat	Total Fat (g)	Saturated Fat (g)	Trans Fat (g)	Cholesterol (mg)	Sodium (mg)	Total Carb (g)	Dietary Fiber (g)	Sugar (g)	% Daily Value				
												Vitamin A	Vitamin C	Calcium	Iron	
Glazed Chocolate Stick	1 Stick	410	230	25	11	0	0	540	42	2	20	4	0	0	2	10
Glazed Donut	1 Donut	260	130	14	6	0	0	330	31	1	12	3	2	0	0	6
Glazed Dulce de Leche Donut	1 Donut	330	140	16	7	0	0	350	41	1	19	4	2	0	4	6
Glazed Guava Donut	1 Donut	280	130	14	6	0	0	340	36	1	15	3	2	20	0	6
Glazed Jelly Donut	1 Donut	310	130	14	6	0	0	340	43	1	14	3	2	0	0	6
Glazed Jelly Stick	1 Stick	480	220	25	11	0	30	380	59	1	37	4	0	0	2	8
Glazed Lemon Donut	1 Donut	300	130	15	7	0	0	350	39	1	17	3	2	0	0	6
Glazed Old Fashioned Donut	1 Donut	340	170	19	8	0	25	320	39	1	19	4	4	0	2	8
Glazed Stick	1 Stick	410	220	25	11	0	30	370	43	1	21	4	0	0	2	8
Glazed Strawberry Donut	1 Donut	320	130	14	6	0	0	350	45	1	21	3	2	2	2	6
Glazed Vanilla Creme Donut	1 Donut	370	180	19	8	0	0	360	44	1	25	3	2	0	0	6
Great White Donut	1 Donut	330	180	20	8	0	0	350	35	1	17	3	2	0	0	6
Guava Burst Donut	1 Donut	260	130	15	7	0	0	340	29	1	9	3	2	20	0	6
Guayaba Burst Donut	1 Donut	300	140	15	7	0	0	330	38	1	15	4	2	0	0	6
Jelly Donut	1 Donut	270	130	14	6	0	0	330	32	1	15	3	2	0	0	6
Jelly Stick	1 Stick	440	220	25	11	0	30	380	50	1	29	4	0	0	2	8
Lemon Donut	1 Donut	260	130	15	7	0	0	350	29	1	10	3	2	0	0	6
Lemon Stick	1 Stick	430	230	26	12	0	30	400	44	1	21	4	0	0	2	8
Maple Creme Donut	1 Donut	330	170	19	8	0	0	350	36	1	17	3	2	0	0	6
Maple Creme Drizzle Donut	1 Donut	370	170	19	8	0	0	360	47	1	28	3	2	0	0	6
Maple Crumb Cake Donut	1 Donut	380	180	20	9	0	25	330	45	1	25	4	4	0	2	8
Maple Frosted Coffee Roll	1 Coffee Roll	410	170	19	8	0	0	410	54	3	20	7	0	0	4	10
Maple Frosted Donut	1 Donut	270	140	15	7	0	0	340	32	1	14	3	2	0	0	6
Maple Frosted Sprinkles Donut	1 Donut	290	140	16	7	0	0	340	34	1	15	3	2	0	0	6
Maple Vanilla Creme Donut	1 Donut	360	180	20	8	0	0	360	43	1	24	3	2	0	0	6
Marble Frosted Donut	1 Donut	270	140	15	7	0	0	340	32	1	13	3	2	0	0	8
OREO Cheesecake Square Donut	1 Donut	370	160	18	8	0	10	400	46	1	22	5	2	0	2	10
OREO Chocolate Cheesecake Square Donut	1 Donut	380	170	19	8	0	10	400	48	2	24	5	2	0	2	10
Old Fashioned Cake Donut	1 Donut	320	200	22	10	0	25	300	33	1	9	3	4	0	10	6
PEEPS Donut	1 Donut	310	140	15	7	0	0	350	39	1	20	4	2	0	0	8
Peanut Butter Creme Donut	1 Donut	320	170	19	8	0	0	350	36	1	18	3	2	0	0	6
Peanut Butter Creme and Jelly Donut	1 Donut	360	170	19	8	0	0	360	44	1	26	3	2	0	0	6
Peanut Donut	1 Donut	450	230	26	10	0	25	330	48	2	25	7	4	0	4	10
Philly Creme Donut	1 Donut	360	170	19	8	0	0	370	43	1	22	4	2	0	0	8
Pittsburgh Donut	1 Donut	430	210	24	10	0	0	390	50	1	31	3	2	0	0	8
Plain Stick	1 Stick	370	220	25	11	0	30	370	31	1	10	4	0	0	2	8
Play Ball Donut	1 Donut	340	130	15	7	0	0	360	48	1	20	3	2	0	0	6
Powdered Donut	1 Donut	320	170	19	9	0	25	320	33	1	14	4	4	0	2	8
Powdered Munchkin	1 Munchkin	60	30	3.5	1.5	0	5	50	7	0	3	1	0	0	0	2
Powdered Stick	1 Stick	390	230	25	12	0	30	370	37	1	15	4	0	0	2	8

Homework: Teach Your Parents/Caregivers Well

Name: _____ Date: _____

INSTRUCTIONS: Please walk through the decision-making model we learned in class today with a parent or caregiver. Then ask them whether they have a decision they need to make, and walk through the model together to see whether it will help them reach their decision.

Parent/Caregiver Name: _____

D – Determine the situation

O – Brainstorm Your Options

G – Gather More Information about and Weigh the Pros and Cons about those Options

M – Make a Decision

A – Act On Your Decision

Planning and Protection: Avoiding or Managing 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:

H1.Se4HS

Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV

H8.Se4.HS

Advocate for STD testing and treatment for sexually active youth

TARGET GRADE: Grade 9

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Lined 3 x 5 index cards, enough for each participant, prepared as described
- Pens or pencils, in case students do not have their own
- Homework: "Investigative Reporting" – one per student

ADVANCE PREPARATION FOR LESSON:

- Turn the index cards to the non-lined side. In the bottom right-hand corner, write lightly and in pencil, an "S" on three cards, and at least 4 of each of the following: a "U", "A", "C" and "P." Leave the remaining cards blank.

LEARNING OBJECTIVES:

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

1. Name the only 100% effective way of avoiding an STD. [Knowledge]
2. Explain why having oral, anal or vaginal sex with an infected partner puts a person or couple at risk for STDs. [Knowledge]
3. Name one health clinic or center in their area that provides STD testing and treatment for teens. [Knowledge]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Ask the students to take out a pen or pencil, which they will need throughout the class session. As they are doing that, distribute one of the index cards you prepared in advance of the class to each student without telling them there is anything written on them.

Once they all have a card and writing implement, ask them to stand up and walk around the room, just milling around, talking and saying "hi" to each other. (To appeal to your musical learners, you may wish to have music playing softly in the background as they do this part of the activity). After about 10 seconds, ask them to stop where they are and pair up with the person standing closest to them.

Note to the Teacher: If there is an odd number of students, the leftover person can join a pair as a group of three; you do not, however, want there to be groups of three throughout the room, so be

Planning and Protection: Avoiding or Managing STDs

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sure to wait until everyone has paired up before assigning the one leftover student to a pair.

Say, "I am going to give you a topic to discuss with this other person. You will have two minutes, and you need to keep the discussion going for that time." Write on the board, "Top three favorite movies." Say, "I'd like you to talk with each other about three of your favorite movies – and why they're your favorites. It doesn't matter who starts first; I'll tell you when two minutes have elapsed. Go!"

After two minutes, ask them to stop their conversations. Say, "Please hand your index card with the lined side up to your partner, and take their index card from them. Write your name on the card, and then give it back to your partner. So you should now be holding your index card that has the other person's name on it."

Ask them to thank their partner for their conversation and then start milling around the room again, greeting each other, smiling, whatever they wish – and then ask them to stop again and partner up with whomever is closest.

Say, "I'm going to ask you to have another brief conversation with this person – but on a different topic." Write "Travel anywhere" on the board and say, "If money were no option, and you could travel anywhere in the world, where would it be and why? Remember, you have about 2 minutes so you can choose more than one place if you wish. Ok, go!"

After 2 minutes, ask them to stop their conversations, and sign their partner's card. Be sure that once they have signed their partner's card they get their original card back but now with the names of the last two students with whom they had conversations.

Ask them to thank their partner for their conversation and then start milling around the room one last time, greeting each other, smiling, giving high fives, whatever they wish – and then ask them to stop again and partner up with whomever is closest.

Say, "I'm going to ask you to have one more brief conversation with this person – but on a different topic." Write "Super powers" on the board and say, "If you could have any three super powers, what would they be, and why? Remember, you have about 2 minutes. Ok, go!"

After 2 minutes, ask them to stop their conversations, and sign their partner's card. Be sure that once they have signed their partner's card they get their original card back – they should now have an index card with the names of all three students with whom they had conversations.

Ask them to take their seats. (7 minutes)

STEP 2: Explain to the students that, for the purposes of this activity ONLY, the conversations they just had weren't conversations – but sexual encounters. Tell everyone to turn their card over to the unlined side.

Say, "In one of the corners, you should see a lightly written letter. If you have an 'S' on your card, can you please stand up?"

Note to the Teacher: *It can help to intentionally select the students who will receive the 'S' card to ensure they won't be easily embarrassed or mistakenly believe they were singled out due to their sexual orientation or gender identity.*

Planning and Protection: Avoiding or Managing STDs

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

Three students should stand up. Explain that for the purposes of this activity ONLY, this person has a sexually transmitted disease – even though they look and feel fine, they had no idea they had an STD.

***Note to the Teacher:** There will very likely be some class reaction as you announce that these represented sexual encounters, as well as when you announce who represents the STDs. This is a good thing! It brings energy to the room and keeps students engaged. Be mindful, however, that we do not know the STD status of our students, and you want to be sure people don't throw out insults – such as, "Figures it'd be you, [student name]" or anything else. This is why it is important to emphasize again and again throughout the activity, "for the purposes of this activity only." Be sure to refer back to your groundules as necessary to make sure students are respectful of each other.*

Ask the rest of the students to look at their own cards to see whether they have the signatures of any of the people standing on their card – and if they do, to please stand. Then ask whether the people who are standing have any of the following letters on their card. If so, explain what they should do next:

- Say, "Of those who are standing, if you have an 'A' on your card, you may sit down. An 'A' means you chose to remain abstinent – you did no-risk sexual things together or didn't do anything sexual together after all."
- Say, "If you have a 'C' on your card, you may also sit down. A 'C' means you used condoms or other latex barriers, so you were at very low risk for an STD, or pregnancy if you were with a partner of a different sex."
- Say, "If you have a 'P' on your card, it means that if one person in the relationship can get pregnant or has another reason to take the pill, they're on the pill – but that's the only method you used. So, great job protecting yourself and your partner against pregnancy if that was a risk, but the pill offers NO protection against STDs – so you have to remain standing."
- Say "If you have a 'U' on your card, it means you did not use any condoms or other latex barriers during your sexual encounter – meaning the sex was 'unprotected' – so you have to remain standing."
- Say, "If you have a blank index card, it means you were using alcohol or drugs during the encounter and can't remember what happened, including whether you used any kind of latex barrier – so you need to remain standing."

Ask the class to look at any of the people who are now standing, and whether they have any of their signatures on the card. If any students who are sitting have the signatures of those students on their cards, ask them to please up. Repeat the same process of elimination as above, reminding them what each initial stands for. Do this entire process a third time to represent all three conversations or sexual encounters. (14 minutes)

STEP 3: Ask the students to look around the room and to tell you how many people are currently standing up. Once they tell you the number, ask, "How many were standing the very first time – how many had an S on their cards?" Probe for 3, and say, "So three people originally had an STD, and then by the end of the activity, [fill in the number of students standing] had some kind of unprotected sex with that person."

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Ask everyone to take their seats. Process, by asking the following questions:

- What was it like to do that activity? What was [easy, fun, hard, interesting – fill in their responses] about it?
- What did you notice about who got to sit down, and who had to remain standing? (Probe for the fact that only students who had an “A” on their card for abstinence or used latex barriers could sit down). Ask them why they think that was. (Probe for the fact that only abstinence offers 100% effective protection against STDs, but that condoms and other latex barriers offer extremely effective protection if they’re used correctly with every single sexual encounter).
- What does the number of people who were standing at the end of the activity tell you? (Probe for
 - How it’s best to not have unprotected sex with multiple partners to reduce the chances of STDs spreading
 - How, if you’re going to have any kind of sex, it’s important to use condoms or other barriers correctly and every time
 - How important it is to talk with a person about their sexual history to figure out what your own risk for STDs is
 - How if a person were to find out they had had some kind of sex with someone who has an STD they would need to get tested and to tell anyone else they may have been in a sexual relationship with that they need to get tested, too.)

As people participate in the activity processing, write the five themes that should come up during the discussion on the board; if any of them do not, add them in at the end, saying, “I also saw from this activity that...”:

- Abstinence is the safest choice
- Condoms (and other latex barriers) are a must for reducing STD risk
- Talking with your partner is key
- Contraceptive methods like the pill are great for pregnancy prevention, but don’t protect against STDs
- If you are having sex, it is a good idea to get tested and to ask your partner(s) to get tested, too. Some couples will go to get tested together, which reinforces the care they have for each other.

Remind the students that someone needs to have an STD in order to transmit it to someone else, sexual behaviors don’t in and of themselves create STDs. Also remind them that this was only an activity, and that nothing about what you just did implies that the students who were standing up during the activity have an infection or actually had sexual encounters with each other! (9 minutes)

STEP 4: Divide the class into five groups. Once they are in their groups, say, “It’s great to recognize that these five points are important – but it’s another thing altogether to remember them or put them into practice. When businesses want us to change our behaviors or buy certain things or act in certain ways, they buy time on tv or on websites and create commercials. That’s what you’re going to do now.”

Assign each group one of the five categories. Tell them they will have 10 minutes to work together to create a commercial for that statement or something that has to do with that statement, which they will then act out for the class. Remind them that commercials tend to

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be no longer than 30 – 45 seconds. As groups work, walk around the room to help them get started or point them in the right direction. You will also want to listen for any joking around or inappropriate language and help refocus the students on the activity.
(12 minutes)

STEP 5: After about 10 minutes, ask the groups to stop. Have each group present its commercial, asking for feedback from the class after each: What did you take away from this commercial? What was missing? What would be some other helpful take-away points?
(8 minutes)

STEP 6: Acknowledge the work of the class. Say, “STDs are a very real part of our world today. And considering 1 in 4 teens will end up with an STD once they start having some kind of sex, teens – and people of all ages – have a responsibility to know how to practice ways to reduce their chances of getting an STD.”

Explain and distribute the homework and close the class session. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Learning objectives one and two will be achieved by the STD index card activity in class. The homework assignment will fulfill the third learning objective.

HOMEWORK:

Worksheet: “Investigative Reporting” – students will go around for the next week interviewing people about what they know and think about safer sex, as well as finding information about where someone in their community can go for STD testing and treatment.

Note: Versions of the STD index card activity has been used in a variety of formats and resources for many years. The original author is unknown.

Homework: Investigative Reporting!

Name: _____ Date: _____

INSTRUCTIONS: You are a reporter working on a story about STD prevention. You need to go online and talk directly with some people to get the information required below by your editor. Be sure to protect the confidentiality of your sources – this tends to encourage them to be more honest! (Be sure not to give them the answers – you’re trying to see what people know without you saying anything). Not sure what it’s like to be a roving reporter? Check out these teens from Sexetc.org as they interview students about this same topic!

<https://www.youtube.com/watch?v=zP3y6yTbcio>

What do high schoolers know about STD prevention? Find five students and ask them to answer the following two questions:

Question 1: Do you think people our age are at risk for STDs? Why or why not?

PERSON'S GRADE	PERSON'S INITIALS	ANSWER
1.		
2.		
3.		
4.		
5.		

Homework: Investigative Reporting!

Question 2: What is the BEST way to avoid getting an STD, or giving one to someone else?

PERSON'S GRADE	PERSON'S INITIALS	ANSWER
1.		
2.		
3.		
4.		
5.		

Question 3: *(To be answered by looking online or by making a phone call)*

What is the name of a health center in our area that provides STD testing – including for teenagers – for low or no cost?

Name and URL of Health Center: _____

Address of Health Center: _____

Telephone number: _____

What services do they specifically provide relating to STD testing and treatment?

How much do these services cost? _____

What If...?

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.HSa

Summarize fertilization, fetal development, and childbirth.

H1.Se1.HSb

Describe emotional, social, physical, and financial effects of being a teen or young adult parent.

H3.W4.7

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

TARGET GRADE: Grade 9

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Desktop or laptop computer with internet access (unless you have downloaded the video and can play it without internet access – see note)
- LCD projector and screen
- Speakers to project sound during videos
- Equal copies of Worksheets A, B and C so that each trio has one of the worksheets. So if you have 27 students divided into 9 groups you would need 3 copies of each worksheet.
- Homework: "Pregnancy Website Hunt" – one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Ask the IT person at your school to allow access to the following videos:

<https://www.youtube.com/watch?v=XUcNmU-ucCY>

<https://www.youtube.com/watch?t=2&v=8gBboJIHuhw>

Or, work with the IT person to download 2conv.com, keepvid.com or another site that enables you to download YouTube videos onto the desktop.

- Have the videos queued up and ready to go for the start of class.

LEARNING OBJECTIVES:

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

1. Name at least two symptoms of pregnancy. [Knowledge]
2. Explain the three choices a person has when they learn that they are pregnant. [Knowledge]
3. Describe at least two reasons why a person might or might not choose each of the options. [Knowledge]
4. Define "prenatal care." [Knowledge]
5. Access medically-accurate information about pregnancy options, including prenatal care. [Knowledge; Skills]

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: Once students are settled, start the video, <https://www.youtube.com/watch?v=XUcNmU-ucCY>. Play the video until 1:30 when Emily texts, "I'm seriously stressed."

What If...?

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

Turn to the class and say, “Today’s lesson is going to be about pregnancy – how someone knows whether they’re pregnant or whether their partner is pregnant – and once they do know, what their choices are.” (4 minutes)

STEP 2: Say, “Let’s start with the thought of getting tested for pregnancy. It was really smart that Emily did this. Sometimes, people get tested because they realize they didn’t use any protection when they had vaginal sex, or because the condom slipped off or broke, or because someone forgot to take a pill, and so on. And sometimes, sadly, people will get tested because they were raped and need to know whether the rape resulted in a pregnancy.

Other times, people have not done anything that makes them think they might be pregnant or have gotten someone pregnant – they don’t realize that there’s any risk involved, until a person starts experiencing some symptoms. What have you heard are some early symptoms that might tell someone they might be pregnant?”

Record responses on the board, probing for the following:

- Nausea or throwing up for seemingly no reason, especially in the morning
- Peeing more frequently
- Sensitive or painful breasts
- Fatigue
- Dizziness
- Abdominal cramping
- Missed a period or it was super light when that’s not typical for that person

Say, “The problem with these is that they all, except for the last one, can also be signs that a period is coming. That’s why people too often ignore these symptoms – kind of forgetting that they had unprotected sex and might need to think about whether a pregnancy was possible.”

Say, “There’s a lot of information about there about pregnancy symptoms and testing. But there are three main points you need to know: [Write summaries of each on the board]

- First, a pregnancy test is the only way to know for sure if someone is pregnant. It’s common to miss periods, particularly during the teen years, and it’s possible to be pregnant and still have some spotting – which can look like a light period. So testing is important – you just need to know when! Most of the home pregnancy tests say they are accurate around three to four days before a next period is supposed to happen (because if someone is pregnant, they won’t get their period).
- Second, there are more options than you think! A home pregnancy test is one – you can get them at many stores. And you don’t have to be the one who might be pregnant – if you think your partner, friend or sibling might be pregnant, you can go in and buy one, too. You can also go to a doctor’s office, a clinic – or the pharmacy chains that have clinics, such as CVS.
- Third, and most important – there is no minimum age for getting a pregnancy test. As long as you can pay for it, you have the right to purchase one at a store or get one from a clinic or doctor’s office. Don’t let anyone tell you otherwise!” (6 minutes)

What If...?

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

STEP 3: Say, “In the video we just saw, Emily finds out she’s pregnant and they both just kind of assume she’s going to have the baby and they’re going to become parents.” Write “Become a parent” on the white board. Say, “Many people do make this choice, regardless of whether they’re teens or adults. There are also two other choices someone who is pregnant has the right to consider – what are they?” Probe for and write on the board, “Place the baby for adoption” and “Have an abortion.”

Break the students into groups of three, and ask each group to take out something to write with and decide who in the group will be the writer. Go around and randomly assign the worksheets, “Why Would Someone Choose _____?” making sure there are equal numbers of each worksheet. Explain that each group will have one of the three options listed on the board. In their groups they’re going to be asked to complete their worksheets by listing the reasons why a teenager might choose to do this option, and why they might not. Tell them they will have about 5 minutes in which to come up with their two lists. (9 minutes)

Note to the Teacher: While the students are working, erase the board and set up three new columns to record the next set of responses, one for each option.

STEP 4: After about 5 minutes, stop the groups. Ask the writer from one of the “become a parent” groups, the “place the baby for adoption” groups and the “end the pregnancy” groups to come to the board and write what they recorded on their sheets. Once they have finished writing, go through each list and ask the remaining groups what they would add from their lists that hasn’t already been mentioned.

Say, “Each of these options has reasons why someone would want to do it, and reasons why someone would not want to do it. In the end, however, it is every pregnant person’s right to choose what they do about their pregnancy. What each option has in common, however, is the need to decide as early in the pregnancy as possible. That’s because if a person chooses to become a parent or place the baby for adoption, they need to start what’s called prenatal care as soon as possible. ‘Pre’ means before and ‘natal’ means ‘birth’ – so this is all the stuff the person does to take care of themselves and the fetus as it grows inside the uterus. Does anyone know some of the things they should do?”

Write any ideas on the board, probing for take certain vitamins, go to the doctor/clinician regularly for checkups, get a lot of sleep, exercise. Then ask, “What are some of the things a person who is pregnant should NOT do to keep healthy?” Write any ideas on the board, probing for “smoking, drinking alcohol, eating certain foods, exercising obsessively.”

Say, “The earlier a person starts doing these healthy things and avoiding these unhealthy things, the healthier they and the fetus should be throughout the pregnancy. Now, if they choose not to continue the pregnancy and have an abortion, they also need to do that as early in the pregnancy as possible. Up to 49 days or 7 weeks, they can have an abortion by taking medication; after 49 days or 7 weeks, they need to go to a doctor or clinician. In some states, they can only have an abortion up until a certain point in the pregnancy. Each state is different, so it’s important to know what the law is wherever you’re living.”

(17 minutes)

What If...?

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STEP 5: Say, “I want to show you another video about a topic we tend to hear less about, adoption. This is one young person’s experience of placing their baby for adoption and the couple who adopted the baby.”

Show the video, which should have been queued up to <https://www.youtube.com/watch?t=2&v=8gBboJIHuhw>. Process using the following questions:

- What are your reactions to the video?
- What did you think of the relationship between Callie and Kristen and Brian?
- What, if anything, would you change about the relationship between them and baby Leo?

Say, “They said in the video that this was an example of an ‘open’ adoption. That means when the birth parent or parents have some kind of contact with the adoptive parent or parents and baby. What that looks like, however, is different in every case. This was a particularly open open adoption! One thing to keep in mind, though, has to do with their discussion near the end about what they’d do if they disagreed on something. Do you remember what Brian said? [In the end, they’re Leo’s parents and the decision’s up to them]. This is important to keep in mind – because someone who places a baby for adoption may still be the child’s biological parent – but they’re not their child’s legal parent. That means all the rights and responsibilities relating to the care and future of the child is up to the adoptive parents to make – even if they disagree.” (12 minutes)

STEP 6: Introduce the homework assignment, which is a website hunt for them to find specific pieces of information about pregnancy online. Answer any questions and distribute the homework. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class activities and videos will achieve the first three learning objectives. The homework assignment will fulfill learning objectives 4 and 5.

HOMework:

Students will be asked to complete a website hunt in which they are assigned several websites and given questions to which they must find the answers on those sites.

Worksheet A:

Why Would Someone Choose to Become a Young Parent?

INSTRUCTIONS: In the space below, please list as many reasons why you think a teenager who discovers they are pregnant might choose to become a young parent, and why they might choose not to.

Reasons a Teen Might Choose to Become a Young Parent	Reasons a Teen Might Choose NOT to Become a Young Parent

Worksheet B: Why Would Someone Choose to Place a Baby for Adoption?

INSTRUCTIONS: In the space below, please list as many reasons why you think a teenager who discovers they are pregnant might choose to place a baby for adoption, and why they might choose not to.

Reasons a Teen Might Choose to Place a Baby for Adoption	Reasons a Teen Might Choose NOT to Place a Baby for Adoption

Worksheet C: Why Would Someone Choose to End A Pregnancy?

INSTRUCTIONS: In the space below, please list as many reasons why you think a teenager who discovers they are pregnant might choose to have an abortion, and why they might choose not to.

**Reasons a Teen Might Choose
to Have an Abortion**

**Reasons a Teen Might Choose
NOT to Have an Abortion**

Homework: Website Hunt!

Name: _____ Date: _____

INSTRUCTIONS: Answer the questions below, using any of the following two resources. Be sure to include the link to where you found the information!

Text book: Health

<http://sexetc.org/>

1. How does a person take a pregnancy test?

Link where I found this information:

2. What are some suggestions for how a young person or couple should tell their parent(s) or caregiver(s) about the pregnancy?

Link where I found this information:

3. What tends to happen during a prenatal care visit?

Link where I found this information:

4. One new thing I learned about pregnancy is:

Link where I found this information:

STD Smarts

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.HSa

Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV

H3.Se4.HS

Identify local youth-friendly sexual health services.

H3.W4.7

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

TARGET GRADE: Grade 9

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint loaded onto it
- LCD projector and screen
- PowerPoint: STD Smarts (*Note: The PowerPoint must be in slideshow mode for the links to work*)
- Teacher's Guide: STD Smarts – one copy
- Exit slips – one per student (prepared as described)
- Homework: "The STD Info I Need" – one per student
- Small, inexpensive prizes, enough for five students on the winning team (optional)
- A bag of chocolate miniatures, enough for the remaining students so that everyone gets something in recognition of their hard work (optional)

ADVANCE PREPARATION FOR LESSON:

Print out enough copies of the "Exit Slips" sheet and cut them in half so that each student will have one half sheet.

LEARNING OBJECTIVES:

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

1. Name at least three facts about STD symptoms. [Knowledge]
2. Describe at least three facts about STD testing. [Knowledge]
3. Apply knowledge about STD symptoms and testing to hypothetical situations relating to safer sex. [Knowledge, Skill]
4. Distinguish between an accurate online resources about STDs and one that provides distorted, disrespectful information to youth. [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, "How many people have watched a trivia game show on tv, where people answer questions for points or for particular dollar amounts? Well, we're going to do the same now – only our topic is STDs, and you're playing for points, not money, sorry!"

Divide the class into five groups.

Note to the Teacher: *You may wish to break them up intentionally to ensure a fair balance between students who may be stronger participators than others.*

As they are moving to get into the groups, write "Group One, Group Two, Group Three, Group Four, Group Five" in a vertical line on the board with space between each and space to the right.

Once students are in their groups, give them 2 minutes to select a name for their group. Tell them not to put too much thought into it,

STD Smarts

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and if they don't come up with something in 2 minutes, you'll just call them by their group number. After 2 minutes, write each group name on the board beneath the group number. (3 minutes)

STEP 2: Put the "STD Smarts" PowerPoint game up on the screen. Say, "Each team will select a category and have the option of answering a question. Each group needs to select a spokesperson who will speak for the group; why don't you go ahead and do that now."

Say, "If you look at the screen, you'll see there are six categories of questions. Let me explain what each means:

1. Which One Is Riskiest? -- will give you a group of three behaviors; you need to decide which of the three puts a person at HIGHEST risk for an STD if done with an infected partner who has an STD.
2. Testing, Testing – is, big surprise, all about getting tested for STDs.
3. Can I Be Cured? – some STDs can be cured easily with medication. Others stay in our bodies but symptoms can be treated with medication. Still others stay in our bodies for a long time but are fought off naturally by our immune systems. This category will ask you whether the STD can be cured.
4. What Should They Do? – This is a category that describes a situation a person or couple is experiencing, and you need to say what they should do in that situation.
5. I Don't Feel So Good... is all about STD symptoms.
6. Myth or Fact? speaks for itself.

Explain that as the point value goes up, so does the difficulty of the question! Answer any questions from the students about the rules or the categories. Then randomly select one of the teams to go first, and ask that team to get started by selecting their category. (6 minutes)

STEP 3: Conduct the activity, asking "why" on questions that merit further discussion (such as the "Which One Is Riskiest?" category.) Use the Teacher's Guide to correct any misinformation or to explain an answer further. Keep score as you go along. (35 minutes)

STEP 4: Acknowledge the winning team(s) and give prizes to everyone if you have them (optional). Process the activity by asking the following questions:

- What was it like to do that?
- What was [fun, hard, interesting – add in their responses] about it?
- Of all the information we went through, did anything surprise you?

Explain that there is a lot of information out there about STDs, including how to avoid them and how to lower your risk of contracting them.

Tell them that for homework they are going to be given two websites to visit, one of which has information on it, and one of which is a video of a speaker. They will need to take a look at each and determine which they think provides accurate, reliable information and which doesn't and why.

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Distribute the homework and answer any questions. Distribute exit slips and collect them from students as they leave class. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The PowerPoint game is designed to achieve the first three learning objectives; the online homework assignment will accomplish the fourth.

HOMEWORK:

Students will compare a medically accurate website that is written by and respectful of teens with a speaker who purports to want to help young people avoid STDs yet misleads and shames them around STDs and sexuality in general.

Teacher's Guide: STD Smarts

10
pts

TESTING, TESTING

TRUE OR FALSE: there is one type of test that can screen for the most common STDs

ANSWER: FALSE! It's really important when you get tested to talk with a health care provider about what you want to be tested for. Also, when you talk with a partner about being in a sexual relationship, you need to ask that person what they've been tested for, not just "have you been tested for STDs?" A lot of people believe there is one test for all STDs, so they may not know themselves!

20
pts

TRUE OR FALSE: Minors (age 18 and younger) must have a parent or guardian's consent to be tested for STDs

ANSWER: FALSE! You do not need parental permission to get tested for STDs. There are some other sexual health services that may need a parent or guardian's permission – so you always want to ask before going into a clinic or when you make an appointment.

30
pts

Name two types of places where people can go to get tested for STDs

ANSWER: A doctor's office, a sexual or reproductive health clinic or the Department of Health. Some school-based health centers will do STD testing, too, and several major pharmacy store chains carry an at-home HIV test. Teen Source is an online site that has info about STD testing- <http://www.teensource.org/find-a-clinic> and CDC also has an online site to find info about HIV and STD testing https://gettested.cdc.gov/search_results)

30
pts

TRUE OR FALSE: If a person thinks they might have been exposed to an STD, they should get tested within 24 hours.

ANSWER: FALSE! Different STDs can be detected in tests after different time periods after exposure to an infected partner. The most important thing is to not have sex again until you can get tested to avoid possibly transmitting an STD to the other person. It's also a good reminder to use condoms or other latex barriers for every act of oral, anal and vaginal sex!

30
pts

People with a cervix are tested for HPV when they get pap tests; how are people with a penis tested?

ANSWER: HPV stands for the Human Papillomavirus. It can cause genital warts, or it can cause cancer of the cervix and many other types of cancer (vaginal, vulvar, anal, penile, oropharyngeal. Also can cause other types of warts depending on they type of HPV strain.) There is no HPV test for a penis – a person with a penis will only know if they have it if they notice visible warts or a sexual partner notifies them of possible exposure.

Teacher's Guide: STD Smarts

CAN I BE CURED?

10
pts

Chlamydia

ANSWER: Yes! Chlamydia is a very common STD, especially among teens and often causes no symptoms. It can be cured by taking antibiotics. If you are prescribed antibiotics, you must take them for the entire time they're prescribed, which can be for up to seven days and have any partners tested too.

10
pts

Syphilis

ANSWER: Yes! Syphilis is cured with penicillin. It's important to get treatment as early as possible, because if left undetected, syphilis can cause damage to the body that can't be reversed.

10
pts

HIV

ANSWER: No! HIV, the virus that causes AIDS, is a virus that stays in the body but can be treated with a combination of medicines that control the virus so that people can live otherwise healthy, typical lives. There is also medicine that people can take to try to prevent getting HIV called PrEP.

10
pts

Gonorrhea

ANSWER: Yes! It can be cured by taking antibiotics. If you are prescribed antibiotics, you must take them for the entire time they're prescribed, which can be for up to seven days.

10
pts

Genital Warts

ANSWER: No! Genital warts are caused by a virus called HPV. The visible warts can be treated or removed, and medication can treat the virus. In some cases, the body will naturally fight off HPV (although generally not the strains that cause visible warts), but otherwise, it cannot be cured. Many people are able to clear the HPV virus on their own over time and some are able to clear the type that causes genital warts-however many people opt to get their warts treated. The best way to prevent getting genital warts is to get the HPV vaccine prior to any sexual exposures.

Teacher's Guide: STD Smarts

WHAT SHOULD THEY DO?

A person has never had sex before. Their partner has, but only once. Do they need to use condoms?

ANSWER: YES! If someone has vaginal, oral or anal sex with another person, they could have been exposed to an STD.

A couple is making out and it looks like they may have sex. One partner takes out a condom and the other says, "I don't use those." What should the other partner do?

ANSWER: Stop making out and say, clearly, "I do – we can't have sex without them." If the other person still refuses, the partner needs to either say what they are or aren't willing to do that doesn't include oral, anal or vaginal sex – or leave.

A couple is about to have sex for the first time. They know they need to use condoms but don't want to be seen buying them in a store. What are two other places they can go to get condoms?

ANSWER: A doctor's office, a sexual and reproductive health clinic, the department of health, pharmacy, grocery store or ask a friend or family member. (can also get them online)

A couple is having penis-vagina sex, and the condom slips off. They don't have any more condoms with them.

ANSWER: They need to stop what they're doing. If they wish to continue to have sex, they need to get some additional condoms (this is why you should always have extras on hand!). They also should decide whether either or both of them should go get tested for STDs, or whether pregnancy could be a risk.

A person notices small red bumps on the outside of their genitals. They don't look like the gross slides they saw in science class at school so maybe it's a heat rash. They've had sex before and used condoms a few times.

ANSWER: They need to get tested for STDs. They also need to tell their partner, and they need to start using condoms every time they have any kind of sex moving forward.

Teacher's Guide: STD Smarts

I DON'T FEEL SO GOOD...

TRUE OR FALSE: One way to tell if someone has an STD is to stick earwax inside their vagina. If doing this stings, they have an STD.

ANSWER: FALSE! There are lots of myths out there about how you can tell whether someone has an STD. The only way to know for sure is to get tested. And please don't put earwax inside anyone's vagina.

Name three common symptoms of most STDs

ANSWER: No symptom, burning or itching in the genitals; burning when you urinate; small bumps or sores on or around the genitals, mouth or anus; discharge from a penis or vagina (that's different from typical vaginal discharge that's part of its normal daily cleaning process that has changed color, smell or amount and is not urine or semen).

TRUE OR FALSE: A common symptom of STDs is bruising more easily

ANSWER: False! The two have nothing to do with each other.

Two weeks after being infected with this virus, a person may experience a sudden, intense onset of severe flu-like symptoms

ANSWER: HIV. The main point of this is when you're usually sick, the symptoms start to creep up on you – you feel kind of tired, then kind of achy – and then you get sick. These symptoms appear suddenly and intensely, and go away just as suddenly. (Now, for those of you who start getting a cold anytime soon and think you have HIV – please remember, you can only get HIV from having sexual contact with someone who has it!).

What is the MOST common symptom of an STD?

ANSWER: No symptom. People often see pictures of genitals with bumps and sores on them and think that's what an STD looks like. Often, there are no symptoms – and sometimes the symptoms are inside the body and you just don't see them. Since you can't tell by looking at someone, it's best to use condoms and other latex barriers every time you have oral, anal or vaginal sex.

Teacher's Guide: STD Smarts

MYTH OR FACT?

Basketball player Magic Johnson, previously diagnosed with HIV, no longer has the virus

ANSWER: Myth! Magic Johnson is lucky to have had the resources and access to get very good HIV medication early on in his diagnosis, and he continues to stick with his medication. This means the amount of virus is very, very low – so low that it doesn't come up on tests. This doesn't mean he no longer has the virus – it means he's doing a great job of controlling it and needs to keep doing what he's doing to always keep it this low.

Once a person has genital warts removed, they can no longer give the virus to someone else

ANSWER: Myth! The warts are symptoms of the HPV virus. The virus is still in the body, and new warts can develop later. Warts do not need to be visible to pass HPV on to another person. This is why using latex condoms and other barriers with every act of oral, anal or vaginal sex is so important. People can get the HPV vaccine starting at age 9 which protects from the most common strains of HPV that cause warts and cancer.

If a person gets chlamydia, takes the entire course of antibiotics and is cured, they cannot get chlamydia again

ANSWER: Myth! Antibiotics cure that "round" of a particular infection. Someone can get chlamydia (or gonorrhea or syphilis), be cured of it and then get it again if they have unprotected sex with someone who has any of those infections.

There is currently a vaccine available for two STDs

ANSWER: Fact! One vaccine protects against several strains of HPV that can cause cervical cancer (it can be taken by someone of any gender, even if they don't have a cervix) and one inoculates against Hepatitis B.

A baby born to an HIV+ person will always be HIV+

ANSWER: Myth! Someone who is pregnant and has HIV can pass HIV onto their fetus during pregnancy or childbirth, or to their baby during breastfeeding. But taking certain medications while pregnant can significantly reduce the risk of transmitting HIV to a fetus.

Homework: The STD Information I Need

Name: _____ Date: _____

INSTRUCTIONS: Visit each of the following websites by copying and pasting the web address listed below. One site provides accurate information that respects teens, and the other tries to scare and shame teens out of doing anything sexual with another person until they're married. Then answer the questions follow.

Example One: Sex, Etc.

<http://sexetc.org/sex-ed/info-center/stories/?pageNum=1&topic%5B%5D=stories-hiv-aids-stds>

Questions:

1. How did you know this was a website that respects teens?
2. How could you tell the information was reliable and factual?
3. Is this a website you'd go back to for more information? Why or why not?

Example Two: Pam Stenzel: Sex Still Has A Price Tag

<https://www.youtube.com/watch?v=5HYvH6gsBEM&index=3&list=PL4331AC42029EB47C> (you can stop at 7:32)

Questions:

1. How do you know this speaker doesn't respect teens?
2. How do you feel about how she addresses boys vs. girls?
3. What is something she says in the video that makes you wonder whether she is telling the truth?

Exit Slip – Before You Go...

Name: _____

What are two things you learned about STDs from today's class?

1.

2.

Exit Slip – Before You Go...

Name: _____

What are two things you learned about STDs from today's class?

1.

2.

Rights, Respect, Responsibility: Don't Have Sex Without Them

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.Se5.8b

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

H2.Se5.HS

Analyze factors that can affect the ability to give or recognize consent to sexual activity.

TARGET GRADE: Grade 9

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Communication signs prepared as described
- Masking tape
- Handout: STD Communication Scenarios (prepared as described)
- LCD projector and screen
- Laptop or desktop computer with internet access
- Speakers to project sound during videos
- Worksheet: Putting it Into Practice: Getting and Giving Consent (homework) - one per student

ADVANCE PREPARATION FOR LESSON:

- Download the YouTube video on consent, “2 Minutes Will Change the Way You Think About Consent,” at <https://www.youtube.com/watch?v=laMtr-rJEmY>.
- Also download the trailer for Pitch Perfect 2 - The Ellen Show version (<https://www.youtube.com/watch?v=KBwOYQd21TY>), queuing it up to play a brief clip between 2:10 and 2:27.
- If you cannot download and save these to your desktop in advance, talk with your school's IT person to ensure you have internet access to that link during class.
- Print out the skit scenarios and cut out each pair, making sure the correct person 1 goes with the correct person 2. Determine how many pairs there will be in your class and make several copies of each scenario, enough for each pair to get one.

LEARNING OBJECTIVES:

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

1. Define the terms “consent,” “coercion” and “incapacitated.” [Knowledge]
2. Differentiate between a situation in which consent is clearly given and one in which it is not. [Knowledge, Skill]
3. Demonstrate an understanding of how giving and getting clear consent is part of a respectful relationship. [Knowledge]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Start class by asking students, “What does the word ‘consent’ mean? What does it mean to ‘give consent?’” Ask for a few students to respond, probing for the following concepts:

- It's when someone says they want to do something

Rights, Respect, Responsibility: Don't Have Sex Without Them

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

- When someone gives permission to another person
- Saying “yes” to or being okay with something

Say, “This seems like a pretty straightforward idea – but it isn’t always. Let’s take a look at one person’s attempt to figure it all out.” (2 minutes)

STEP 2: Play the video, “2 Minutes Will Change the Way You Think about Consent,” at <https://www.youtube.com/watch?v=laMtr-rUEmY>.

Ask for reactions to the video, then process using the following:

- The ConsentBot says her first attempt was “coercion.” What does that mean? (Probe for getting someone to do something by threatening or forcing them). What did she do that was coercive? Remind the students that, as the ConsentBot says, “Consent must be voluntary,” which means a person has to want to give consent.
- When she goes to visit her friend, Jonathan, Jonathan is half asleep when she asks for his phone and he says yes. The ConsentBot says it’s not consent because he’s “incapacitated.” What does that mean? (Probe for when someone doesn’t have the capacity or ability to do things – or say they want to do things). Jonathan was asleep, so he would not have been completely aware of what he was saying. The same thing goes if someone were drunk or using drugs.
- What do you think of the example when she is in the library and asks the person wearing the headphones for their phone and they don’t respond -- and she assumes she has consent because that person didn’t say no? Ask, “Why isn’t that the same as having consent?” Probe for the importance of getting a clear “yes” or “no” from someone to know for sure whether you have (or have not gotten) consent.
- Has anyone ever been in a situation where they haven’t wanted to do something, but a friend has said, “It’s fine, just do it.” How has that felt? Why did the ConsentBot say it wasn’t consent? (Probe for the fact that the middle person seemed to have felt intimidated – meaning, pressured to do it, even if he wasn’t being pressured by the person asking for consent).
- What did you notice in the last exchange, which the ConsentBot finally agrees is consent? Probe for the fact that she asked – and he said yes, while also clarifying his conditions: “You can use my phone, but no texts or international calls.” She clarified by asking about his phone’s game center, and he responded. The ConsentBot said that this was clear consent – and it was also healthy, clear communication.
(7 minutes)

STEP 3: Say, “This video was about using someone else’s phone. Now, let’s take a look at a brief clip that has to do with sexuality and consent.” Show the excerpt from <https://www.youtube.com/watch?v=KBwOYQd21TY>, starting at 2:10 and ending at 2:27.

Ask, “What did you just see?” (Two people flirting at a party, miscommunication)

Ask, “When he asked her if she wanted to have sex, how did she respond?” (She said she didn’t want to but then winked at him; what she said was a clear no but how she said it made him think she wanted to).

Rights, Respect, Responsibility: Don't Have Sex Without Them

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

Ask, "How do you think he was feeling then?" (Confused, hopeful, worried)

Ask, "Did she give her consent to him to have sex?" (No)

Ask, "What do you think he should do next?" (Walk away, ask her again, try something to see whether she's interested).

Say, "The smartest thing he can do here is take her no as her answer. It doesn't matter how she said it, but he has to go with what she actually said. This is also a good example of how talking about consent at a party – where there's alcohol – isn't the best place or time to bring it up. What impact could alcohol or other drugs have on someone's ability to give consent? What impact could alcohol or other drugs have on a person's ability to clearly understand what someone is communicating to them? It's good to remember that anything but a clear 'yes' means no." (4 minutes)

STEP 4: Say, "We're going to take a look now at what it's like to ask for and give consent in a relationship." Break students up into pairs. Say, "I'm going to distribute a scenario to each of you, and you're going to work together to create and perform a brief skit – no more than 1 – 2 minutes – that you'll share with the class. Please don't tell the class what's on your scenario, you'll demonstrate it during the skit."

Break students into pairs. Distribute the scenarios and tell them they have about 5 minutes to figure out how they will act it out in front of the class. (7 minutes)

STEP 5: After about 5 minutes of working, check in to see whether the pairs are ready to present. Ask for a pair to volunteer to go first and have them come to the front of the room. Talk about what was presented, commenting on the clarity of consent given and received. Ask the next pair to go and continue until everyone has gone or as time allows. (22 minutes)
(Note to the Teacher: Because more than one pair will have the same scenario, you can avoid repetition by asking whether other pairs had different takes on the same situation.)

STEP 6: Ask the class to comment on what they saw in the various skits. In particular note situations in which pairs assigned roles to each other based on gender role stereotypes and emphasize that everyone has the responsibility to make sure they have consent from another person, regardless of gender.

Say, "Everyone has the right to say what they do and don't want to do in a relationship. And we all have a responsibility to listen to be clear about what we want and to listen to what the other person wants in order to have healthy, mutually respectful relationships."

Distribute and go through the homework sheet. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The video and discussion at the beginning of the lesson will fulfill the first learning objective. The paired communication scenarios will achieve the second learning objective. The homework assignment will achieve the third learning objective.

HOMEWORK:

Students will complete and hand in a log of real-life situations in which consent was given or not given, and their reactions to those situations.

Scenario A

PERSON 1

You really, really like person 2. You think they're totally hot and want to ask them out – but how? You feel like if you hold their hand they'll be more likely to say yes when you ask.

Scenario A

PERSON 2

You're interested in person 1. You don't know them very well, but you think they're kind of cute. You're also kind of shy and aren't really fond of being touched or PDA.

Scenario B

PERSON 1

You've been with person 2 for three months and haven't had sex together, but you really think it's time. You love the other person, they love you and everything you've done together up until then has been really good.

Scenario B

PERSON 2

You've been with person 1 for three months and haven't had sex together, but you really think it's time. You love the other person, and will do almost anything to keep the relationship going and make them happy. You just really are nervous about being naked and having sex. You like the way your sexual relationship is now and don't see any reason to make a change.

Scenario C

PERSON 1

You think you know what person 2 wants – that's the way your relationship has always been. You're more outgoing, they're more quiet and reserved and they expect you to take charge and make decisions. That's how it is where you're from. So you're going to let them know that tonight is the night – you're going to have sex together for the first time.

Scenario C

PERSON 2:

You can't believe you're with person 1. You know there's a nice person in there, but they're always making the decisions in the relationship. You don't really feel like you have any say, and it's easier to go along with what they want. You've been doing a lot of touching without having any type of sex (vaginal, oral or anal) and you haven't said what you do and don't want.

Scenario D

PERSON 1

You love being in a relationship with person 2! You two seem like you were made for each other – you finish each other's sentences, like the same thing, like each other's friends, and are on the same page when it comes to what you do together sexually. You want to try something you've never done before with them but figure you should talk with them about it first.

Scenario D

PERSON 2:

You love being in a relationship with person 1! You two seem like you were made for each other – you finish each other's sentences, like the same thing, like each other's friends, and are on the same page when it comes to what you do together sexually... Kind of. There are some things you've done together that you didn't really like, but you don't want to bring it up because things are going so well and you're concerned about making Person 1 upset.

Scenario E

PERSON 1

You're at a party and you see person 2, whom you've always thought was really cute. They've been drinking a little, so you go up and talk with them and see whether they might be interested in going someplace more private.

Scenario E

PERSON 2

You're at a party and you see person 1, whom you've always thought was really cute... you think, you're not sure, because you've had a few drinks already and aren't sure whether you're confusing this person with someone else... anyway... you're feeling good being at this party, that's all that matters! You want to stay at the party, so if anyone tries to get you to leave or go elsewhere at the party, you really don't want to.

Homework

Putting It Into Practice: Getting and Giving Consent

Name: _____ Date: _____

Instructions: Over the next week, please log two situations in which you were asked to give permission to someone else for something, and at least three situations in which you asked someone else for permission to do something. Record below how each situation went.

Situation 1: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 2: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 3: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 4: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Situation 5: _____

Did you give consent? _____ How or why not? _____

What, if anything, would you have done differently? _____

Using Technology Respectfully and Responsibly

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

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

STANDARDS ALIGNMENT:

H4.Sa.3.HS

Analyze potential dangers of sharing personal information through electronic media.

H1.Se6.HSb

Identify laws and concerns with sending or posting sexually explicit pictures or messages.

TARGET GRADE: Grade 9

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it and the video described above and website queued up
- LCD projector and screen
- PowerPoint: "U.S. Sexting Laws"
- Worksheet: "Sexting Scenarios" – one per every three students
- Extra pencils in case students don't have their own
- Homework: "Spreading the Word" – one per student

ADVANCE PREPARATION FOR LESSON:

- Either download this video or ask your IT person at school to unblock this site for you to use in class: <https://www.youtube.com/watch?v=bhMX131xf0U>.
- Sexting is a particularly sensitive topic within sexuality education. You may wish to show this lesson and the video to your Supervisor or Building Principal to ensure they support its use.
- Go to http://mobilemediaguard.com/state_main.html (U.S. Sexting Laws) and look up your state's laws on sexting. Be sure to ask your IT person at school to unblock this site for you to use in class.

LEARNING OBJECTIVES:

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

1. Define what sexting is. Describe two disadvantages and two reasons why someone may sext. [Knowledge]
2. Identify at least two connections between child pornography and sexting laws. [Knowledge]
3. Describe at least two facts relating to sexting laws in their state. [Knowledge]
4. Explain at least two options for people involved in sexting situations. [Knowledge]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Start class by saying, "We're going to be talking today about how we use technology with friends, partners and even people we don't really know. Let's start by looking at this brief video, which we'll discuss together afterwards." (1 minute)

Using Technology Respectfully and Responsibly

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

STEP 2: Show the video and stop it at 4:13 when the narrator starts to talk about having a larger discussion about consent. Process by asking the following questions:

- What do you think about sexting?
- Using both the video and some of your own thoughts, why do you think some people might sext?
- What are some of the potentially negative things about sexting?

Say, “Laws regarding sexting are different in every state – but one thing they have in common is that a naked photo of someone under the age of 18 is considered child pornography, and child pornography is illegal. But what does that mean when someone has taken their own picture and send it to someone else? What happens if the person who sent it consented, and the person who received it consented, and they didn’t share it with anyone else? Is it okay then?” (8 minutes)

STEP 3: Go through the PowerPoint, “U.S. Sexting Laws.” After you have completed slide 4, “The Law Takes This Really Seriously,” say, “Let’s take a look at the laws in our state.” Put up the U.S. Sexting Laws website at http://mobilemediaguard.com/state_main.html and click on your state. Go through what you find there. Ask students what they think of what you just shared. (8 minutes)

STEP 4: After students share their reactions, say, “Once you reach the age of 18, you are legally considered an adult and can decide for yourself what you think is right for yourself regarding sexting. If you are under 18, sexting is illegal.”

Divide the class into groups of three. Distribute the scenarios relating to sexting and ask them to discuss together what they would do and then write their ideas down on the worksheet. Tell them they have about ten minutes in which to work.

***Note to the Teacher:** If your students would respond to movement, an alternate is to copy two sets of the scenarios so you have six total and post one set on each side of the room. Then divide your class into six groups and have three groups rotate through the scenarios on one side of the room while the other three groups do the same on the opposite side of the room.*

(12 minutes)

STEP 5: After about 10 minutes, ask students to stop. Have a volunteer read the first scenario aloud, and then ask that group to share what they came up with. Ask other groups whether they had anything different or anything to add. Have a different volunteer read the next scenario and then share from their group what they came up with. Again, ask other groups whether they had anything different or anything to add. Continue in this way until all three scenarios have been discussed. (15 minutes)

STEP 6: Return to the PowerPoint, moving to the last two slides, titled, “What Can You Do?” Read through the points on these slides.

Say, “This isn’t easy to talk about, and you may still have questions. Please remember you can always talk with me – or, you may wish to continue this conversation at home with a parent or caregiver or any other trusted adult you feel you could speak with about this topic.”

Using Technology Respectfully and Responsibly

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Describe the homework assignment and close the class. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Watching and discussing the video will achieve the first learning objective. Going through the PowerPoint and website information will achieve the second and third learning objectives. Completing the scenario worksheets will achieve the fourth learning objective.

HOMEWORK:

Have students tell four other students about what they learned in class today and complete the “Spreading the Word” worksheet.

Worksheet: Sexting Scenarios

SCENARIO ONE

Another student at school has started asking your friends about you. You think they're kind of cute and might be interested in something with them, but you're not quite sure. Somehow, they get your cell number and text you, "Hey." You're not expecting that, so you text back, "Who is this?" The answer you get is, "It's me," followed by a naked picture of them.

What should you do?

SCENARIO TWO

You're in a relationship with someone, and you're really into each other. Part of your relationship is to send sexy texts back and forth, talking about how attracted you are to each other. One day, your partner texts, "How about sending me something I can look at and think of you?" You don't see anything wrong with it, especially since things are so good between you. You send a naked pic with the text, "Just 4 you, k?" They text back how much they love it. The next day, three different people tell you how hot they thought your picture was.

What should you do?

SCENARIO THREE

You and your partner have been together for 3 months. You like each other's friends, you like spending time together, you're really in sync with what you do and don't like sexually. You have sexted each other a few times, both texts and sexy photos. Neither of you has shared your pictures with anyone else, and promised you never would. As the school year goes on, you meet someone you click with instantly. You're instantly hooked, and feel you need to be the one to tell your partner that it's over. Unfortunately, they find out from someone else and freak out. They go to their Instagram account, and start posting the naked photos they have of you online.

What should you do?

Homework: Spreading the Word

Name: _____ Date: _____

INSTRUCTIONS: Lots of students don't know the information we went over in class today. Your job is to find four different people your age between now and next class and share two things about sexting you remember from class with them. Then complete the table below and hand it in next class.

	First name of student you spoke with	Date of conversation	What two things did you share with them from class?	How much of this was new to them?
1				
2				
3				
4				

How Do You See Me?

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.W3.8

Describe how values, media, and technology influence health decisions and behaviors

TARGET GRADE: Grade 9

TIME: 50 Minutes

MATERIALS NEEDED:

- Flipchart sheets (prepared as indicated)
- Flipchart markers - one per student
- Making tape
- Whiteboard and dry erase markers
- Pens or pencils in case students do not have their own
- Extra sheets of 8 ½ x 11 paper in case students do not have a notebook with them

ADVANCE PREPARATION FOR LESSON:

- Prepare sheets of flipchart paper with one of the following headings on each:
 - Blonde-haired, blue-eyed cheerleader
 - Teen dressed in tight, revealing clothing
 - Teen dressed in traditional Muslim clothing
 - Teen wearing baggy clothes, earrings, sunglasses
 - Captain of the basketball team
 - Overweight teen with multiple piercings and tattoos
 - Quiet teen with plain clothing who is a really good student
- Before students arrive, post the flipchart sheets around the room with the bottom half of each folded in half taped up over the headers so they are not revealed.

Note to the Teacher: *This lesson can yield very rich, at times intense, discussions. This is part of the activity and can be quite powerful. Try to tolerate the intensity of the discussions as they come up, while paying attention to the students who may be quieter during the activity.*

LEARNING OBJECTIVES:

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

1. Describe at least two preconceived notions about particular categories of students. [Knowledge, Affect]
2. Describe at least two similarities between negative self-image and sexual decision-making. [Knowledge]
3. Write at least one positive, affirming message for students who may be feeling poorly about who they are. [Skill, Affect]

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.

How Do You See Me?

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

PROCEDURE:

STEP 1: Say, “Try to picture your day today thus far. You got to school by walking, or maybe you took a train or a bus, or got a ride from someone. You passed all sorts of people on your way; some of whom you didn’t know, some of whom you did. Try to picture the people you passed this morning. Try to picture the students you saw when you first got to school. How were they dressed? What did they look like? If you can remember, how did you react in your head when you saw them?”

It’s natural to make assumptions about people based on what we see. Sometimes our assumptions will be accurate and sometimes they won’t be. Sometimes assumptions help us learn things about other people, and sometimes they sell those people short.”

Go over to one of the flipchart sheets and say, “Around the room are descriptions of different students that may be at school.” Take down the folded up half of the sheet to reveal one of the categories. Say, “Each student will get a marker. I’m going to ask you to think about the student described on each sheet. What do you think other people say about each of these students? Think of an example or two. Then use a marker and write those down on the flipchart sheet. Just be sure to write small as other students will need to add their own ideas after yours.”

Say, “Some of the things you might imagine people would say about each of these students may not be particularly respectful – for the purposes of this activity, I’m going to ask you to write it anyway, even though we have groundrules about only using respectful language in class.”

Tell students that the only groundrule they have for this lesson is that they may not speak while they go around the room and write the characteristics. Answer any questions. Next ask students to come up and get a marker. As they do that, walk over to the remaining flipchart sheets and unfold them, revealing the headers on each sheet. As students get started, remind them that they need to do the activity in silence.

***Note to the Teacher:** Depending upon what’s generated on the lists, some students may react audibly – they might laugh, say something, or gasp. When that happens, gently remind them to try to stay quiet as they do the work.*

Give students about 5 minutes in which to move around the room and complete their brainstorming. (9 minutes)

STEP 2: After about 5 minutes, ask students to stop where they are, return their markers to you, and return to their seats. Going around the room, ask for volunteers to read what is on each sheet. Once you have gone through all the sheets ask, “What was it like to do that, to create the lists, and then hear them read aloud? What was [add in student responses, e.g. interesting] about it?”

***Note to the Teacher:** Responses to the activity can range from apathy, to sympathy, to empathy, regarding what is actually represented on the sheets.*

Ask, “What do you notice about what is up on the lists?”

Go around the room and reflect on what has been written down. A good deal of discussion will happen at this point. Once it has come to a lull, move to the next question.

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Say, "Please don't answer this next question aloud, just think about it in your own heads. Look around the room again at the headings. As you re-read them, ask yourself, what gender did you assume each of these people to be? How did you come to that assumption? What about race or ethnicity? What did you assume? Why?" (17 minutes)

STEP 3: Ask, "Where do we get these messages from – the idea that a person who is described in this way [indicate a header] is thought to be this way [indicated the brainstormed list]?" Probe for: The media, family, other friends, etc.

Ask, "Do you think there is pressure to fit into any of these categories? Which ones? Why or why not?"

Ask, "When you read these lists, what do you see that has to do with sexuality?" After a few responses ask, "How could these have an impact on a person's sexual decision-making?" [A person who doesn't feel good about themselves or their appearance may have sex before they want to, or with someone they shouldn't in order to feel better. Someone who does not feel important may be so grateful to have someone interested in them that they might not practice safer sex. Someone who has such an inflated sense of their own importance may feel that they are entitled to sex, etc.]

Ask, "If someone were here right now who represented someone on one of these sheets, how do you think they would feel reading all these?" [Responses will depend on what is generated on each list, but there tends to be more negative reactions than positive]. (9 minutes)

STEP 4: Ask students to take out a sheet of paper and something to write with. Say, "I'd like you to imagine these students are in the room right now. What would you want to say to them? You may wish to just keep one or two of them in mind. Don't put your name on the paper, but write down what you'd say. What would you want to hear if any of these were you? I'll give you about three minutes to write something down."

After about 3 minutes, collect what the students wrote, mix them up, and then redistribute them to the class. Go around the room and ask each student to read aloud what is on their sheet, not disclosing whether they coincidentally received their own. (7 minutes)

STEP 5: Once everyone has gone, ask students, "What did you hear conveyed in the sentiments shared? What are we hoping to communicate to students who are made to feel a certain way because of how they look or what they do?" [Answers will depend on individual student responses].

Say, "By the time students are your age, they've gotten a lot of messages about how they are supposed to look and behave; about what they're supposed to be interested in, and whether and how to express themselves. Some of these messages are positive and empowering, and will serve you all well throughout your lives. Others, however, are limiting and will make you question yourself.

Try to remember, always, that you have the right to express yourselves in ways that resonate with who you are –no one else has the right to judge you for how you present yourself or whether or how you choose to be in a relationship. No matter your appearance, your grades, your gender, your sexual orientation, your body size, etc. you are ALL worthy of love. Each of you is special for exactly who you are." (8 minutes)

How Do You See Me?

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

This lesson is primarily an affective lesson; as a result the lesson as a whole fulfills all of the learning objectives. Teachers will have to assess impact during the class session.

HOMEWORK:

None.

This lesson is based on an activity attributed to Konnie McCaffree, PhD.

Getting Savvy About STD Testing

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:

H8.Se4.HS

Advocate for sexually active youth to get STD/HIV testing and treatment.

TARGET GRADE: Grade 9

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or Laptop Computer with internet access
- LCD projector and screen
- Speakers to project sound from videos
- White board and markers
- Extra pencils in case students don't have their own
- Copies of "Worksheet: Getting Savvy about STD Testing" – one per each group of three students

ADVANCE PREPARATION FOR LESSON:

- Ask the IT person at your school to make sure you can access the website, <https://www.youtube.com/watch?v=89Cqx18fFb8>. Go to the website ahead of time and preview the STD Zombie public service ad from Get Checked Omaha.
- Ask the IT person at your school to make sure you can access the website, <https://gettested.cdc.gov/> and preview it to make sure when you enter your zip code, some STD testing options come up. Your students will need to locate those testing options during this lesson.
- Ask the IT person at your school to make sure you can access the website, <https://vimeo.com/43631114> and either stream it from the web or download and save it to your desktop. It is important to preview the five minute video so you can lead a discussion about it with your students.

LEARNING OBJECTIVES:

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

1. List at least two reasons why a person might choose to get tested for STDs, and at least two reasons why they might choose not to. [Knowledge]
2. Identify at least two resources for STD testing in their own community. [Knowledge]
3. Describe the rights young people have regarding STD testing including confidentiality and the quality of care they should receive from the provider. [Knowledge]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Tell the students that you will be talking today about STDs, specifically the importance of getting tested. Play the STD Zombie video. When the clip is over, ask students, "Okay, so this is intended

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to be funny, but it also brings up an important point – the zombie really wanted to eat the person, but didn't because they hadn't been tested. What did you think of that?" (5 minutes)

STEP 2: Say, "STD testing can be complicated. There are reasons why people choose to get tested, and reasons why people choose not to." As you are speaking, write on the board, "Why people get tested" and to the right of that "Why people DON'T get tested," with a decent space between the two. Underline both.

Ask, "What are some of the reasons why someone might choose to get tested?" Write these on the board beneath the first heading, probing for:

- Because they had unprotected sex with someone and are now thinking they should get tested.
- Because they thought they and their partner were in a monogamous relationship (only having sex with each other) and found out later that their partner was having sex with other people.
- Because they started to experience some symptoms and didn't know if that meant they had an STD.
- Because they were sexually assaulted and need to know whether it resulted in an STD of some kind.
- Because they're excited about starting a new relationship and want to show their partner that they care about them.

Ask, "If there are all these reasons why people would want to get tested, why do you think anyone would choose not to?" Record these answers in the next column, probing for:

- Because they don't want to know (discuss why people might not want to know)
- Because they are worried about the actual test itself being painful or uncomfortable.
- Because they're scared of doctors'/clinicians' offices (or needles)
- Because they're worried that if they have an STD they'll never be able to have sex again.
- Because they're nervous their parents will find out.
- Because they don't have transportation to get to the clinic
- Because they don't have insurance or think they can't afford to get tested.

(10 minutes)

STEP 3: Tell students to get into small groups with two or three people they are seated near. Give each small group a copy of the worksheet "Getting Savvy about STD Testing" and have each person in the group write their name at the top. Explain by saying, "Each group will be assigned one of the reasons people may have for not wanting to get tested for STDs. Their task is two-fold. First they are to come up with at least two things someone could say in response to encourage them to get tested. They should write these responses down on their group's worksheet. Then, part two is to go to the following website on your phone or the class computer.

Note to the Teacher: Write the website on the board while you are talking - <https://gettested.cdc.gov/>

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Then write down two possible locations nearby where a teen could get tested for STDs. They should also write the name and location of the two STD testing sites on their group's worksheet." Go through each of the bullets on the list that's generated for why people might not want to get tested and assign one to each of the small groups.

Note to the Teacher: *The number of small groups and number of reasons will differ for each class. It's okay if more than one group is working on the same reason as this will just generate a wider variety of responses.*

Give students 10 minutes to complete their two-part task. (5 minutes)

STEP 4: After ten minutes has passed, gather students' attention and have them stop working. Have each small group share their reason, one of their responses and one of the community resources they found for STD testing. Continue until you have heard from each small group. Process the activity by asking the following questions and when discussion is done collect worksheets from each group.

- What was it like to do that?
- What was [insert responses] about it?
- What did you notice about the responses groups created? Did anything surprise you?
- What does this tell you about how you might support a friend who is nervous or hesitant to get tested for STDs? (20 minutes)

STEP 5: Say, "Knowing you should get tested for STDs and actually going to see a health care provider can be two different things. People have real concerns about what will happen during the test, how they will be treated by the staff and if their visit will be kept confidential. This next video will address some of those concerns." Play the following five minute video called Let's Talk about Sexual Health - <https://vimeo.com/43631114>. Once the video is over, process by asking students the following questions:

- What do you think of what you saw in the video?
- Did anything surprise you?
- Did you learn any new information from the video? If so, what was it?

Close the lesson by reminding students that the only way for someone to know whether they have an STD is to get tested, and that there are places in the community (insert the specific names and locations from the students' research) where teens can be tested. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first and second learning objectives will be accomplished during the group brainstorm and resulting small group activity. The third learning objective will be accomplished during the final video and subsequent discussion.

HOMEWORK:

None.

Worksheet: Getting Savvy About STD Testing

NAMES OF GROUP MEMBERS:

- 1) _____ 2) _____
3) _____ 4) _____

INSTRUCTIONS: Write the reason someone might not want to get tested for STDs you were assigned below. Then create two responses that will address their concern about being tested. Then go to the assigned website and find two STD testing locations that are nearby.

A) Reason why someone might not want to get tested for STDs we were assigned:

Response 1

Response 2

B) Two local STD Testing sites found on this website - <https://gettested.cdc.gov/> are:

- 1) _____
2) _____