

We All Have Rights

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

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

Washington State Health Education Learning Standards Alignment

H3.Se6.HS Describe laws related to accessing sexual health care services.

H1.Se6.HSa Examine laws and consequences related to sexual offenses, including when a minor is involved.

H2.Se5.HS Analyze factors that can affect the ability to give or recognize consent to sexual activity.

TARGET GRADE: 11th Grade

TIME: 25 Minutes

MATERIALS NEEDED:

- Quiz: "What Are My Rights?" –one per student
- Note cards
- "Tea and Consent" Video <https://www.youtube.com/watch?v=pZwvrXVavnQ>
- Question Box
- Desktop or laptop computer with Internet access
- LCD Projector and Screen

ADVANCE PREPARATION FOR LESSON:

- Take the Teacher's Guide – What Are My Rights? Review the information about the laws in Washington State.
- Place the Question Box in a prominent location.

LEARNING OBJECTIVES:

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

1. Describe at least three laws in their state relating to minors' rights and sexual and reproductive health. [Knowledge]
2. Identify at least one belief they have relating to sexual and reproductive decision-making. [Knowledge, Affect]
3. Apply their knowledge and self-reflection to accessing reliable, accurate information about sexuality- and reproductive health-related laws. [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, "When it comes to sexuality, there are some situations in which, as teens you have rights – even though you're under the age of 18. There are also, however, some issues in which your parents/ caregivers need to legally be involved. Today's class will start by taking a look at some of the legal rights you have relating to sexual and reproductive health."

Tell students that, because this is such a complex topic, there may be some questions or issues that come up that you will need to get some more information about before responding to them. Point out that the note cards you have handed out are for them to write down these questions.

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Explain that if something is raised that you need a bit more research to answer, you or someone in the class can put it up on the note card and you'll find the information and share it during the next class.

Distribute the "What Are My Rights?" quiz, or pull up the Kahoot or other on-line quiz game program. but ask them not to put their names on it. Tell them that it is designed to start conversations about laws related to their rights.

Play the Kahoot Quiz. After each question is answered, read the information on the What are my Rights Teacher's Guide document. (12minutes)

STEP 2: Answer any questions students may have, writing any questions to which you don't know the answers up on a note card. (5 minutes)

Note to the Teacher: Depending on your school's policy on hand-held device use during class, you may also wish to ask students to find some of the answers by searching for them online right then.

STEP 3: Tell students you are going to talk about consent. They are going to watch a video that compares consent to a cup of tea. Let them know that after the video they will be asked to come up with two examples of when a person cannot give consent. (1 minute)

STEP 4: Show the video "Tea and Consent". (3 minutes)

STEP 5: Ask students to turn to a partner. Ask them to discuss: What is consent? What are some examples of times when a person is not able to give consent. In what ways might the tea analogy be limited in its ability to fully represent consent?

Quiz: What Are My Rights?

1. If a teen becomes pregnant, who has the right to decide what the outcome of the pregnancy will be?

- a. Only the pregnant teen
- b. The pregnant teen and their parents
- c. The pregnant teen's partner
- d. The pregnant teen and their partner

2. Do teens have a right to get birth control without parent consent or notification?

- a. No b. Yes
- 3. It depends on the teen's age
- 4. It depends how the clinic is funded

3. Do teens have the right to buy external or internal condoms at a store no matter their age?

- a. No b. Yes
- c. It depends on the teen's age
- d. It depends on a state's law and the type of contraception

4. If someone gives birth to a baby, but realizes that they don't want to be a parent and knows they don't have family help to take care of the baby, what choices do they have?

- a. They can bring the baby to a hospital or police station or other "safe house" without getting into trouble
- b. They can bring the baby to a hospital, but have to do so anonymously so they don't get in trouble
- c. They must remain the baby's parent and keep it
- d. They must find another family themselves who will adopt the baby

5. Can a transgender minor begin taking hormones without a parent's permission?

- a. Yes – as long as they are 13 or older b. No
- c. Yes – as long as they can pay for it themselves
- d. They can if it's testosterone, but not if it's estrogen

6. Does a teen have the right to get tested for STDs at a clinic without their parents' permission or consent?

- a. Yes
- b. Only if they are being tested for a viral infections, like HIV or HPV
- c. Only if they have already had an STD d. No

7. What is the age of consent in Washington state?

- a. 15 b. 16 c. 17 d. 18

8. If someone has sex with a person who is under the age of 16, is it against the law in Washington?

- a. No
- b. Only if it is their first time having sex, depending on the state they live in
- c. Yes
- d. It depends on the age of the younger person.

Teacher's Guide: What Are My Rights?

1. If a teen becomes pregnant, who has the right to decide what the outcome of the pregnancy will be?

a. The pregnant teen

Although a pregnant teen (or person of any age!) may find it useful to speak with their partner (if they are in a relationship) or a parent, caregiver or other trusted adult about their decision, in the end it is that person's legal decision about what to do.

In some states, however, the decision they make may require parental consent or notification.

2. Do teens have a right to get birth control with out parent consent or notification?

a. Yes. (but read the important note below).

You do not have to tell or get permission from anyone to get birth control. Your parent/guardian does not have the right to know. Your spouse/partner does not have the right to know. If you get birth control from your health care provider or a family planning clinic, they must keep your medical records private.

Important: If you are using health insurance to pay for your birth control and medical appointments, the insurance company will likely send a statement, called an "Explanation of Benefits" that includes details about your medical care and prescriptions. If your parent/guardian or a spouse/partner receives these Explanations, and you do not want that person to know about your birth control choices, you have a couple of options.

One option is to ask the insurance company to keep that information confidential. To do that, you need to: Tell your health care provider that you want to keep the details about your health care private.

Send a written letter or email to your insurance company stating:

- You want keep information about your health care confidential;
- The details that should not be shared (dates, services, medications, devices, provider identity, cost information, etc.);
- The names and addresses of the people on your insurance plan with whom the information must not be shared; and your name and phone number or email address.
- The other option is to not use that health insurance, and instead go to a community health clinic or family planning clinic.

3. Do teens have the right to buy external or internal condoms at a store no matter their age?

b. Yes

Some adults may disagree with the idea of young people having sex, rather than being impressed by how responsible they are being by knowing they need to use condoms of some kind to protect against STDs and/or pregnancy. If a store owner were to say, "No, you're too young" to someone under the age of 18, that person needs to clearly, but respectfully, inform that person that they have a legal right to purchase condoms – there is no minimum age requirement.

4. If someone gives birth to a baby, but realizes that they don't want to be a parent and knows they don't have family help to take care of the baby, what choices do they have?

a. They can bring the baby to a hospital or police station or other "safe house" without getting into trouble

All 50 states have what are called "safe haven" or "safe surrender" laws that allows someone who has given birth but cannot care for the baby the opportunity to bring the baby to a designated place without being arrested for child abandonment. Each state and area will have designated a different place – and will have a maximum age for the baby, after which time the law no longer applies. In our state, the law is [look up and provide the law for your state from <https://www.childwelfare.gov/pubpdfs/safehaven.pdf>]

5. Can a transgender minor begin taking hormones without a parent’s permission?

b. No

A parent or caregiver must consent to a transgender minor - a person under 18 -beginning hormones that will help that young person transition from the sex they were assigned at birth to their true gender identity. One of the reasons for this is that the hormones are expensive, as is the pre-care and therapy that many young people will have in preparation for taking hormones.

Some trans young people, however, do not live with their parents or caregivers – or were kicked out of their homes because they are trans. These young people may end up accessing hormones on the street – which is a very risky practice, both in terms of the quality of hormone and the potential for sharing needles. Some health clinics serving trans youth will try to intervene in order to serve the young person and keep them safe – but, again, it is expensive to do so and cannot be expected at all youth health centers, clinics or doctors’ offices.

6. Does a teen have the right to get tested for STDs at a clinic without their parents’ permission or consent?

a. Yes, if they are over 14.

People under the age of 14 need consent of a parent or guardian to obtain tests or treatment for Sexually Transmitted Infection.

A teen 14 or older should always ask the clinic’s policy on consenting to a service and confidentiality of test results. The only thing a teen needs to keep in mind is that if they plan to pay for their tests using their parents’ or caregivers’ health insurance, the parent(s) or caregiver(s) will know that the test has been done. Many clinics will offer low-cost or free testing to teens and will make sure the services done are completely confidential

7. What is the age of consent in Washington state?

c. 16

In Washington, the age of consent is 16 years old.

The age of consent is the minimum age in which an individual is legally old enough to consent to participate in sexual activities with a partner who is eighteen years or older. Simply put, if a person is fifteen years or younger, s/he is not legally old enough to give consent to participate in any sexual activity.

8. If someone has sex with a person who is under the age of 16, is it against the law?

d. Yes

Washington has an “age of consent” law. That’s the age at which the law says a young person is legally able to consent to have sex with another person. The age of consent in Washington State is 16. So if a 17-year-old and a 15-year-old had sex, it is against the law. The older person would have committed statutory rape. “Statutory” means “legal” – so there does not have to be a physical assault or force involved for it to be rape under this law.

OWWL and You

Washington State Health
Education Learning
Standards Alignment

H3.Se4.HS

Identify local youth-friendly
sexual health services.

H3.W4.HS

Create a resource that outlines
where and how students can
access valid and reliable health
information, products, and
services.

H3.Se5.HS

Identify ways to access
accurate information and
resources for survivors of sexual
offenses.

TARGET GRADE: 11th
Grade

TIME: 25

MATERIALS NEEDED:

- Question Box questions
- OWWL app download information
(The OWWL app is sponsored
and maintained by United Way
and the City of Walla Walla)

ADVANCE PREPARATION FOR LESSON:

- Reach out to The Health Center at your school. Ask for them to come speak to the class about the services available on campus. Be sure to talk with the the presenter about relevant aspects relating to your class, especially the grade level of the students and any key topics that have been asked in the question box over the few days. Ask the presenter in advance how they feel about a question/answer period after they share their information, especially whether any topics or questions are off-limits. If the panelists do not wish to participate in a Q and session at the end, extend the processing time with the students, making sure presenters have already left the room.
- Check the Question Box from the past few days. Select some of the questions that the health center presenter may be best to answer. Identify any questions that can be answered by using the OWWL app.

Learning Objectives:

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

1. Explain what services are available to students at their school's Health Center.
2. Use the OWWL (One Walla Walla List) app to find local health services.

A NOTE ABOUT LANGUAGE:

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Procedure:

Step 1: Say "Today we are going to learn about local youth-friendly health services, including services right here in our school."

Introduce the representative from The Health Center. (5 minutes)

Step 2: Thank the representative from The Health Center for the information they have provided. Ask the class if they have any questions, and facilitate the question/answer session. (5 minutes)

Step 3: Tell students that there are also resources in their community to provides support with a variety of problems.

Show students how to download the OWWL app. Orient students to the kind of information they can find in the app.

Step 4: Address questions from the Question Box.

Trust It or Trash It: Finding Accurate Sex Ed Info

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Washington State Health Education Learning Standards Alignment:

H1.Se4.HSa Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV.

H3.Se5.HS Identify ways to access accurate information and resources for survivors of sexual offenses.

H3.W4.HS Create a resource that outlines where and how students can access valid and reliable health information, products, and services.

TARGET GRADE: 11th Grade

TIME: 25 Minutes

MATERIALS NEEDED:

- Worksheet: "Trust It or Trash It?" cut in half
- Selection of questions from the question box.
- Internet-enabled devices placed around the classroom
- Desktop or laptop computer with Internet access and PowerPoint on it
- LCD projector and screen
- Extra pencils in case students don't have their own
- Powerpoint Presentation: Sexuality Information Should Be Reliable, Current And Accurate

ADVANCE PREPARATION FOR LESSON:

- Secure internet-enabled devices (laptops, tablets, etc. if your school allows the use of smart phones, you can invite students to use those, too) that will allow a small group of students to access one of the following sexual health websites:
www.advocatesforyouth.org
www.sexetc.org
www.scarleteen.com
www.kidshealth.org
youthresourcefy.tumblr.com
www.factsaboutcondoms.org
www.itsyoursexlife.org
- Create areas in your classroom where students can gather around one of these devices.
- Select questions from the question box that would be appropriate for students to research in pairs.

LEARNING OBJECTIVES:

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

1. Analyze at least three strategies to distinguish whether a sexual health resource contains accurate and reliable information for teens. [Skill]
2. List at least two accurate and reliable sources of sexual health information for teens. [Knowledge]

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PROCEDURE:

STEP 1: Ask, "How many of you have ever gone online to get information about sexuality or sexual health?" After several students have raised their hands, ask, "Have any of you ever gone online, read or heard something was true, and then come to find later that it wasn't?"

Trust It or Trash It: Finding Accurate Sex Ed Info

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After a few students have raised their hands, say, “The internet can be a great source of information – but sometimes misinformation is used to scare or shame young people in the hopes they will be abstinent. There is nothing wrong with being abstinent but fear and shame should not be used as weapons. So how can you tell whether what you’re seeing is reliable?” (2 minutes)

STEP 2: Go through the PowerPoint presentation. When you have finished say that you are now going to do an activity to look at whether a particular sexual health-related website is one they can trust – or one they should trash – based on the criteria from the PowerPoint. (10 minutes)

STEP 3: Divide students into pairs and assign each group a location where you have located an Internet-enabled device. Once students have settled in their groups, say, “Each group will get a worksheet with. The worksheet will be the place for you to record your evaluation of two different sexual health websites. You are to examine the website together as a group and consider the three questions on your Trust It or Trash It worksheet. You will also use the website to research a question about HIV/AIDS and a second question selected from the question box. (15 minutes)

STEP 4: In closing, explain that there is a lot of information on the internet that is reliable and accurate and a lot that is not. Taking the time to look at what and who are behind the information you look for will help ensure you are getting what you need to make healthy decisions. (3 minutes)

Trust It or Trash It

Lesson from
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Sexuality Education Curriculum

Sexuality Information Should Be **Reliable, Current and Accurate**

(What does that mean?)

Reliable

Reliable information is
consistently of good
quality; **consistently**
trustworthy

Current

Current information means
it's based on the **latest**
research and what's going
on in the world today

Accurate

If information is accurate, that means it's correct and **free of errors.**

In this case, it also means it's **free of bias.**

So How Do We Know?

- **Reliability: Who Said It?**
 - Can you find the author's name and are they from a respected organization? Are the sources listed?
- **Currency: When Did They Say It?**
 - Does the information have a date attached to it? If so, is the date within the last five years?
- **Accuracy: How Did They Know?**
 - Is the medical information based on research by reputable groups (i.e. universities, hospitals, government, etc.)? Can you find the same medical information confirmed on other reputable websites? Are they trying to “sell” you a product or point of view? Can you detect any bias from the author?

Trust It or Trash It

Partner Activity

Questions	Website A Title:	Website B Title:
Reliable: Who wrote/created it?		
Currency: When was it created?		
Accuracy: How do they know? What is the creator's bias?		
How is HIV transmitted?		
Your question:		