

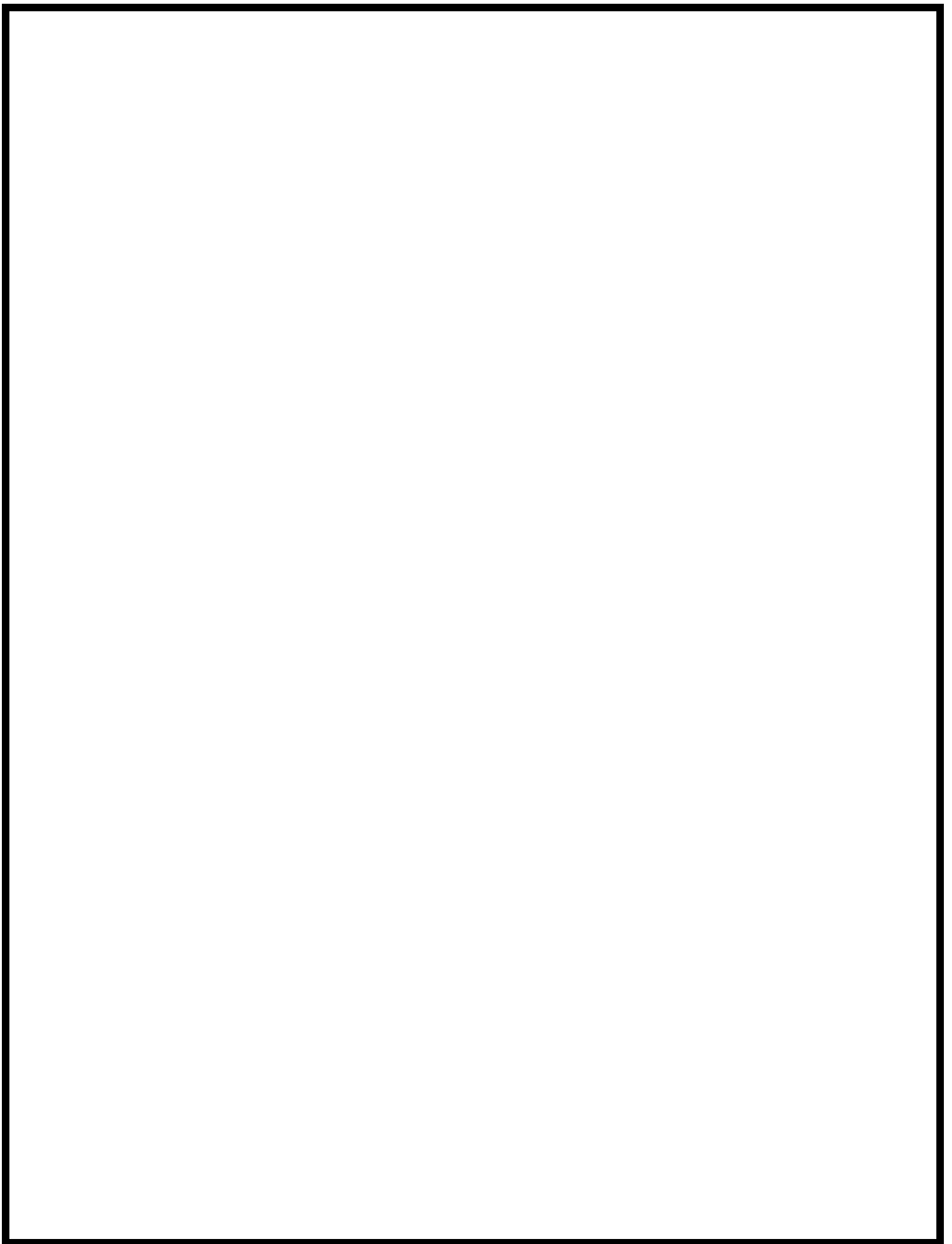
**Reproductive Health
and Disease
Prevention Curriculum**

2023- 2024

**Broward County Public
Schools**

Sixth Grade





Change is Good

TARGET GRADE: Grade 6, Lesson 1

TIME: 50 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.6.PHC.1.2 – Identify personal health problems and concerns common to adolescents including reproductive development.

LEARNING OBJECTIVE:

1. Name at least one physical, social, cognitive, and emotional change young people go through during adolescence.

LESSON MATERIALS:

- Prepared “Change is Good” cards, enough complete sets for one third of the students in class
- Letter-sized envelopes in which to place the sets of change cards.
- Scotch-tape – one roll per small group of three students
- Pencils
- Teacher resource “Change is Good Answer Key” – one copy for teacher
- Strips of scrap paper
- Question box

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student’s age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what’s expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn’t have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***

- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the class by saying, "You are all at a time in your lives where your body is going through some amazing changes. For some of you, this may have started already; for others, these changes may not start for a few years yet. Some of these changes will make you feel really good about yourselves; it's exciting to see yourself growing up! Other changes may feel weird, like you're body's a bit out of control at times. As we go through the lesson, and as you experience these changes, try to always remember that all of these changes are normal. They are all important parts of growing up that everyone goes through. This time of growth is called 'puberty' and that it's started by the natural chemicals in our bodies, called 'hormones.'"

Step 3: On the board, write the words, "physical, social, cognitive, emotional" in a vertical line, one beneath the next. Say, "Although a great deal of emphasis tends to be placed on the physical changes of puberty, the changes we go through during this time are not simply physical, they are also social, cognitive and emotional. Social changes have to do with how we interact with others. Cognitive changes have to do with how we think, process information and learn. Emotional changes have to do with feelings, and our awareness of what may or may not cause us to feel certain things."

Give an example of a physical change of puberty, use one of the examples from the activity. Write that on the board next to the word "physical." Ask what they think might change socially when you start adolescence/going through puberty. If they cannot think of one, say, "You may end up spending – or wanting to spend – more time with your friends than with your family."

Next, ask what they think might change cognitively when they start adolescence/going through puberty. If they cannot think of an example, tell the class that an example of a cognitive change might be some temporary foggy in how they think – followed by a clearing of that foggy as they get older. Explain that an example of this foggy might

include forgetting to bring things with them when they go to or from school. Finally, ask for an example of an emotional change. If they cannot think of one, tell them that they may end up feeling very strong emotions out of nowhere, both positive and negative. Say, "While there's a stereotype that only girls feel these strong emotions, students of all genders usually experience this at different times during adolescence."

Step 4: Tell the class that you will now be doing an activity in which they will be given a number of changes people go through during adolescence and puberty and they will work in small groups to decide which category of change they are. Divide the group into groups of three, and provide each small group with an envelope containing a complete set of "Change is Good" cards, as well as one roll of tape. In each set will be four header sheets: physical, social, cognitive and emotional. Ask the students to spread the header sheets on the desk space (or floor) in front of them. They should then take out the remaining cards, read through them together and decide which kind of change each is. Tell them that once they all agree, they should tape each card on the corresponding header sheet. Remind them to look up at the board if they forget the definitions of any of the header terms. Tell them they will have about 10 minutes in which to do this work.

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

Step 5: After about 10 minutes, stop the students and ask for a group to volunteer to report back what was on the "physical" changes sheets. Make corrections as necessary using the teacher resource "Change is Good Answer Key" Have a second group read their responses to what was on their "cognitive" changes sheets, making corrections as necessary. Ask a third group to go through their responses on their "emotional" changes sheets, making corrections as needed. Ask a fourth group to go through their responses on the "social" changes sheet, also making corrections as necessary.

Step 6: QUESTION BOX: *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

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

Change is Good Cards

Grow taller (growth spurt)	Grow hair under arms, on legs, and around genitals
Feel hungrier/Eat more	Get acne
Grow breasts	Hair texture may change
Voice deepens	Hormone surges can make your moods go up and down
Menstruation	Hips widen
Voice cracks	Peer pressure increases
Muscle growth	More interested in being with friends
Start to become interested in others more than friends/finding a boyfriend or girlfriend	Sweat starts to smell
May want to try different, sometimes risky things	May have more conflict with parents/caregiver
Anxiety and stress can increase	May feel self-conscious about how your body looks

Might have a hard time making up your mind/feel unsure	Experience more intense feelings – happy one minute, upset the next
Feel paranoid – “Everyone is looking at me!”	Might have a hard time understanding instruction the first time they’re told to you
Feel like you forget things people told you just a few minutes before	Might starting thinking, “Who am I?” – try to start defining yourself as a person
Feel kind of clumsy/trip over your own feet sometimes	May feel really strong/powerful because of how your body looks

Change is Good Answer Key

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

PHYSICAL

SOCIAL

EMOTIONAL

COGNITIVE

Gender Roles and Expectations

TARGET GRADE: Grade 6, Lesson 2

TIME: 50 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.6.PHC.2.6 – Determine how social norms may impact healthy and unhealthy behavior.

LEARNING OBJECTIVE:

1. Name at least two characteristics that are stereotypically attached to boys, and two that are stereotypically attached to girls.
2. Describe their own feelings about behaviors being ascribed to a particular gender.

LESSON MATERIALS:

- White board or chart paper
- Markers
- Pencils
- Homework – “Gender in the World Around Us” – one per student
- Strips of scrap paper
- Question box

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student’s age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what’s expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn’t have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***

- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Ask the students, "When a baby is born, what is the first question we tend to ask?" Probe for, "Is it a boy or a girl?" Once you have heard this response, ask, "And to answer this question, where do we look – at the baby's nose?" If students don't feel comfortable responding (they may giggle because they know the answer but may not feel like they can say it), feel free to say, "We look at their genitals. If we see a penis, people will say 'it's a boy!' and if we see a vulva, people will say, 'it's a girl!' That moment will probably determine how the people in that baby's life will interact with that child."

Step 3: Say to the class, "Imagine for a moment that an alien landed from outer space who's doing some research on different creatures on our planet. One of these creatures the alien is researching is called (write the word "Boys" on the board or on a sheet of flipchart paper) a 'boy'.

How would we describe to someone who's never encountered a boy before what boys are like?"

Ask the class to shout out answers to your prompt, "Boys are...," telling them they shouldn't worry about how any of them sound. Write all of the responses on the board or flipchart sheet. As you write, repeat the phrase, "boys are..." to continue to prompt the students. Continue to write until you have filled the flipchart sheet or board.

Thank the students for creating the list. Then say, "The alien appreciates all of the data you have shared. It just needs a bit more data before it heads back home. The alien would also like to be able to describe what (write the word "Girls" on the board or on a sheet of flipchart paper) a 'girl' is like. How would we describe to someone who's never encountered a girl before what girls are like?" As before, ask the class to shout out answers to your prompt, "Girls are...," telling them they shouldn't worry about how any of them sound. Write all of the responses on the board or flipchart sheet. As you write, repeat the phrase, "girls

are...” to continue to prompt the students. Continue to write until you have either filled the sheet of newsprint or have two columns filled with words that are as close to equal in length to what was generated by the class for the “boys are” list.

Thank them for their work and let them know that the alien has left happy with all its data.

Step 4: Ask the students to look at both lists. Ask, “What do you notice about the two lists?”

Note to the Teacher: Since these lists are generated by the students, what is shared can be different each time you do the activity. In some cases, there will be all positive things about one of the genders, and all negative things about the other. In other cases, it will be a mix.

Possible responses depend on what is recorded on the sheets. For example, “There are a lot of negative things about girls and more positive things about boys,” or “The stuff about boys seems to focus on _____, while the stuff about girls seems to focus on _____.”

As the students identify themes they have noticed, ask, “Are there things on these lists that are stereotypes? That apply to some, but not all, boys or girls?” The students will acknowledge that, yes, this is the case.

Go to the boys list. Ask, “Are there things on this list that can apply to girls?” An example of this might be, “be athletic.” Ask, “Is it okay if a girl is [athletic; funny; strong]?” The class is likely to say it is.

Then go to the girls list. Ask, “Are there things on this list that can apply to boys?” An example of this might be, “Be sensitive.” Ask, “Is it okay if a boy is [sensitive; sweet; dramatic]?” The response to this will be mixed; girls will be more likely to say it is okay for guys to express themselves in different ways, while boys will be more likely to say certain things are not okay for boys to be or do. Lastly ask, “How does this impact students who are transgender or gender non-conforming?”

Note to the Teacher: The most important question you can ask as you process these lists is, “Why do you think this is?” In asking them to reflect on what they generated on the lists, you help them to challenge the gender norms that have been taught to them from their earliest ages.

In addition, learned homophobia is likely to come up – where boys in particular will say that doing something on the “girl” list means that a boy is “gay.” Again, challenge this idea by asking, “Why?” and pointing out that they didn’t say the same about girls doing something that was on the boy list.

Step 5: Ask the students to take out a sheet of paper. On the front board, write the phrase, “If I were a _____, one thing I’d do that I can’t do now is...” Say, “We’ve talked a bit about how we act – or are supposed to act or be – based on our gender. This is only the beginning of what’s a really complex topic. What I’d like you to do now is think about what you perceive would be different if you were a different gender.”

Ask them to copy down this phrase, fill in the name of a gender they are not and think about how they’d finish that sentence. Once they have come up with some ideas, ask them to complete the sentence stem with three things they perceive they’d be able to do if they were a different gender.

Ask whether any of the students would volunteer to read one of the ideas. After a few students have gone, ask them to write their names at the top and hand in their sheets.

Step 6: Explain the homework assignment: that they are to go home and do a mini scavenger hunt to find at least one thing that fulfills a stereotype for a particular gender, and one that breaks a stereotype for a particular gender. Let them know they can use technology as they wish; for example, taking a photograph using a smart phone or tablet. Explain that if they only have one gender represented in their homes, they can provide an example from a favorite tv show, book or something they've seen online. Distribute the homework sheets and close the class.

Step 7: **QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

ASSESSMENT: The students' participation in the all-class brainstorm and discussion that follows will help the teacher fulfill the first learning objective. The homework assignment will measure the second learning objective.

HOMEWORK: "Gender in the World Around Us," a worksheet they are to complete at home in which they provide examples of gender role stereotypes where they live.

Name: _____

Homework: Gender in the World Around Us

Instructions: Go around your home and find examples of things or people that fulfill gender role stereotypes – for example, girls or women doing the kinds of things the class identified as being “for girls” or boys or men doing the kinds of things the class identified as being “for boys.” You can take pictures of these and attach them to your homework sheet, or provide examples from tv shows, books, the internet or just people who live at home or visit you.

Example 1: _____

Example 2: _____

Now, find two examples of girls or women doing things that would more likely be listed on the “boy” list. Again, you can take pictures of these and attach them to this sheet, or provide examples in the space provided.

Example 1: _____

Example 2: _____

Now, find two examples where boys or men are doing things that would more likely be listed on the “girl” list. Again, you can take pictures of these and attach them to this sheet, or provide examples in the space provided.

Example 1: _____

Example 2: _____

Who do you think has more flexibility around gender, boys or girls? _____

Why do you think that is? How do you feel about it?

Understanding Boundaries

NOTE TO THE TEACHER: The topic of this class can sometimes lead to a student discussing abuse or assault they have experienced, or that someone else in the class or school has experienced. If a student were to share an example during class, you will have to take action in accordance with our District's Child Abuse policy. Please refer to your annual required training course for Child Abuse for additional assistance, if needed.

TARGET GRADE: Grade 6, Lesson 3

TIME: 50 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.6.PHC.2.3 – Examine how friends and peers influence the health of adolescents.
- HE.6.PHC.2.6 - Determine how social norms may impact healthy and unhealthy behavior.
- HE.6.PHC.4.1 - Use valid and reliable information to request access to health products, services, or environments.

LEARNING OBJECTIVE:

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

LESSON MATERIALS:

- White board or chart paper
- Markers
- Tape
- One letter-sized envelope
- Pencils
- Worksheet – “Setting and respecting boundaries” – one copy for every three students
- Homework – “What's Your Advice” – one per student
- Strips of scrap paper
- Question box

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
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- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
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Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Ask the class what they recall about the term "boundary." After they have responded, explain that a boundary is a limit placed on something. It can be an actual physical boundary – like if one were to come upon a sign that read, "Do Not Enter" – or a rule about how society works – like the law that says people can't drive cars or vote until they're a particular age.

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

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

Step 3: Explain, from the examples given, that clearly people don't like it when they have a boundary and someone else doesn't respect that boundary. Tell the students that as they get older and end up having a boyfriend or girlfriend, the issue of boundaries is going to have to do with sexuality, which can make them more sensitive to discuss.

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

Step 4: After about ten minutes of working, ask for the class' attention and ask a volunteer to read the first example. Ask different groups to share what they thought about how each person in the scenario responded, as well as what they could have done differently. As students respond, write key words on the board or flipchart paper to reinforce effective communication about boundaries. Examples of these might include: "be clear," "stop when someone says no," "be direct but try not to be mean about it," etc.

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

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

Step 5: Ask the students to look at what's on the board and describe what themes or lessons they notice in what's written, probing for the importance of knowing and being clear about what your boundaries are, and of finding out what someone else's boundaries are and respecting them, including if they were to change.

Say, "These are pretty low-key behaviors and boundaries we're discussing – but it can get far more serious than this." Ask the students whether they have ever heard the terms "rape" or "sexual assault" before, and if so, what they understand it to be. Probe for, "it is when someone forces another person to do something sexual that they don't want to do." Explain that rape usually involves some kind of forced sex – vaginal, oral or anal – but that if a person does other sexual things to another person who didn't want to do those things, it's considered sexual assault or abuse, and is just as wrong as rape is.

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

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

Step 6: Take the envelope with the individual squares that contain the sexual assault hotline and website on them, and begin to walk around the room, giving one to each student. As you walk, say, "It's always best if you can talk with a parent/caregiver about something serious that's happened to you or someone you know. You can also always talk with another trusted adult, like someone here at school. But sometimes, people – both kids and adults – find it really hard to talk about sexual assault. That's why there's this hotline, which you can access by calling or going online. In the end, it doesn't matter who you talk with about this – what matters is that you tell someone so that it stops and so that person can't do it to anyone else."

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

Step 7: **QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

ASSESSMENT: The content messages of the learning objectives are provided in the teacher's lecturette; the small group activity will help the teacher assess learning objectives one and two; three will be assessed by observation during the last discussion. The homework will

provide an opportunity to assess individual understanding as they relate to objectives one and two.

HOMEWORK: Worksheet in which two different scenarios are given and the students have to respond directly to the situations described.

Setting and Respecting Boundaries

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

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

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

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

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

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

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

Communicating About A Sensitive Topic

ADVANCED PREPARATION/NOTE TO THE TEACHER: Prepare three sheets of paper, each of which should have one of the following terms and their definitions: “Passive -- when a person doesn’t stand up for themselves or say what they want in a situation,” “Aggressive – when someone says what they want in a way that doesn’t respect or even threatens the other person,” “Assertive -- when one person communicates about their wants and needs respectfully, considering the other person’s wants and needs.”

TARGET GRADE: Grade 6, Lesson 4

TIME: 50 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.6.PHC.2.3 – Examine how friends and peers influence the health of adolescents.
- HE.6.PHC.2.6 – Determine how social norms may impact healthy and unhealthy behaviors.
- HE.6.CEH.4.1 – Determine how the community can influence and support others to make positive health choices.

LEARNING OBJECTIVE:

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

LESSON MATERIALS:

- White board or chart paper
- Markers
- Tape
- Pencils
- Worksheet – “Be Assertive!” – one copy for every two students
- Answer Key – “Be Assertive!”
- Homework – “Be Assertive!” – one per student
- Strips of scrap paper
- Question box

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student’s age and developmental stage*
- *agreed upon by everyone*

- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Ask the students, "Have you ever had a misunderstanding with a friend or family member about something you or the other person said?" If they respond yes, ask for some examples. Point out, as appropriate, when the examples given are examples where communication was the issue, not what was said. If there aren't any examples that reinforce that point, say, "You've given some good examples. One thing we're going to talk about today is how it's not always what we say to people, but how we say it that makes a difference in a situation."

Step 3: Reveal the first printed sheet with the word "passive" and the definition. Ask one of the students to read it aloud to the class. Say, "Let's have an example. Say someone asked you to go to a movie you really don't want to see. If you were passive, how might you respond?" Let a few students try, listening for passive responses. If they do not quite get it, provide the following examples:

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

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

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

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

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

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

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

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

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

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

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

Step 4: Ask the students whether they have ever heard the word “abstinence” before. Ask them what they have heard, or what they understand it to mean. Tell them that “abstinence” refers to deciding not to do something for a period of time. Explain that people can choose to abstain from all sorts of things throughout their lives. For example, when people go on a diet, they may abstain from eating sugar for a period of time. Then, they might start eating it again in small amounts. That lets them enjoy dessert without experiencing the negative consequences that can come from eating too much of them.

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

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

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

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

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

Same thing here with sex. People who choose to abstain from sex usually end up having sex at some point in their lives. That's because sex between two people, when both people are ready physically and emotionally, have said they wanted to do it and are ready to protect themselves from unwanted pregnancy and/or disease, can feel good and bring a couple closer. But just like with other things in our lives that help us feel good, we need to think about how and when to do them.

For the purposes of this next activity, I'm going to ask you to imagine that you are in a future relationship with someone who wants to have some kind of sex with you. You know you are not ready to have sex, but you really like this person and would like them to be your girlfriend or boyfriend. We're going to practice how you can tell them you want to wait without hurting their feelings or feeling bad about your decision."

Step 5: Break the students into pairs. Ask them to pretend someone is asking them to have some kind of sex, and they don't want to. On the sheet are some sample ways of saying "no" to someone who wants to have sex when you don't. Tell them to read through each and talk about whether that response is passive, aggressive or assertive. Once they've decided, they should circle the answer on the sheet.

Then, if the statement is NOT assertive, they should work together to re-write the response to make it assertive. Tell them they will have about 10 minutes in which to do this.

Distribute the worksheets. As students work, walk around and listen to their discussions to be sure they understand the activity.

Step 6: After about 10 minutes, ask students to stop. Go through each of the answers, asking different students to share their responses.

Step 7: When there are 5 minutes left in the class, stop and tell them about the homework assignment. Explain that they are to go home and "teach" a parent/caregiver the difference between passive, assertive and aggressive communication. Then their parent/caregiver will answer a few questions on the homework sheet, which the students should bring back to

their next class session. Distribute the homework sheets and collect the completed “Be Assertive!” worksheets.

Step 8: **QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

ASSESSMENT: The worksheet activity will ascertain whether students understand what passive, assertive and aggressive communication are and what the differences between them are which achieves the first two learning objectives. The homework will further reinforce and provide assessment of understanding based on how well they communicate the lessons to their parent/caregiver.

OPTIONAL HOMEWORK: Students are to go home and “teach” a parent/caregiver what they learned. The parent/caregiver is to complete the “Be Assertive!” homework sheet provided, which the student is to bring with them to the next class.

Be Assertive!

Instructions: Pretend that someone is pushing you to have sex with them, and you want to wait. The following statements are possible responses to that pressure. Circle whether each statement is PASSIVE, AGGRESSIVE, or ASSERTIVE. If it's not assertive, write a response that is.

1. I don't want to have sex with you, grow up!

PASSIVE AGGRESSIVE ASSERTIVE

ASSERTIVE: _____

2. Listen, having sex means taking risks – and I'm not willing to risk my health and my future like this.

PASSIVE AGGRESSIVE ASSERTIVE

ASSERTIVE: _____

3. If all you can think about is sex, there's something wrong with you.

PASSIVE AGGRESSIVE ASSERTIVE

ASSERTIVE: _____

4. I'm not ready to have sex right now. But I really like it when we kiss a lot.

PASSIVE AGGRESSIVE ASSERTIVE

ASSERTIVE: _____

5. I guess we could hang out at your place – I mean, I'm really uncomfortable about your parent(s) not being there, but if you really want to, I'll come with you.

PASSIVE AGGRESSIVE ASSERTIVE

ASSERTIVE: _____

Be Assertive! – ANSWER KEY

Instructions: Pretend that someone is pushing you to have sex with them, and you want to wait. The following statements are possible responses to that pressure.

Circle whether each statement is PASSIVE, AGGRESSIVE, or ASSERTIVE. If it's not assertive, write a response that is.

1. I don't want to have sex with you, grow up!

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: I don't want to have sex, but I really like you. Let's talk about what else we can do together that doesn't include sex.

2. Listen, having sex means taking risks – and I'm not willing to risk my health and my future like this.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

3. If all you can think about is sex, there's something wrong with you.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: I'm curious about sex, too – but I feel like you talk about it a LOT and it makes me feel like there's something wrong with me.

4. I'm not ready to have sex right now. But I really like it when we kiss a lot.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

5. I guess we could hang out at your place – I mean, I'm really uncomfortable about your parent(s) not being there, but if you really want to, I'll come with you.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: I love hanging out with you, but I'm not comfortable doing that when no one else is home. Want to come to my place instead?

Student Name: _____

Date: _____

Dear Parent/Caregiver: Today, your child learned the differences between passive, assertive and aggressive communication. Your child is going to teach this to you. Once you have learned this, please answer the following questions:

1. According to your child, what is the difference between passive, assertive and aggressive communication?

2. Of the three, which is the one that shows the most respect for both people involved?

PASSIVE AGGRESSIVE ASSERTIVE

3. Of the three, which one often ends up hurting the other person or making them feel bad?

PASSIVE AGGRESSIVE ASSERTIVE

4. Of the three, which one doesn't help you communicate what you want or need clearly?

PASSIVE AGGRESSIVE ASSERTIVE

Thank you for your time!

Parent/Caregiver signature: _____

More Than Friends:

Understanding Romantic Relationships

TARGET GRADE: Grade 6, Lesson 5

TIME: 50 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.6.PHC.2.3 – Examine how friends and peers influence the health of adolescents.
- HE.6.PHC.2.6 – Determine how social norms may impact healthy and unhealthy behaviors.
- HE.6.CEH.4.1 – Determine how the community can influence and support others to make positive health choices.

LEARNING OBJECTIVE:

1. Describe at least two characteristics of a friendship, and two characteristics of a romantic relationship.
2. Identify at least two similarities and two differences between friendships and romantic relationships.

LESSON MATERIALS:

- White board or chart paper
- Markers
- Pencils
- Olivia and Dylan Handout – one per every three students
- Aaron and Sophie Handout – one per every three students
- Homework: “Relationships on TV” – one per student
- Strips of scrap paper
- Question box

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student’s age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what’s expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. . Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Tell the students that you are going to be talking about different kinds of relationships. Divide the class into groups of 3, and as they are getting into their trios, walk around and distribute one copy of the case study, "Aaron and Sophie," to each trio.

Step 3: Once everyone has gotten settled, ask for a volunteer to read the story aloud to the class. Tell them that they will have about 10 minutes to answer the questions on the worksheet as a group. Ask them to decide who in their group will be the recorder, and have that person put all three group member names on the top of the sheet.

Step 4: When students seem to be close to finishing, distribute the second case study, "Olivia and Dylan." Ask for a different student to read that story aloud. Ask the students to, once again, have their recorder write the group names on the top of the sheet, and then discuss and respond to the question. They will have 10 more minutes to work on that sheet.

Step 5: After 10 minutes have passed (or the students have finished working), say, "Let's start with Aaron and Sophie. What kind of relationship would you say this is?" Students will likely say, "friends" or "friendship" or "best friends;" write "friendship" on the board. Ask, "How do you know this is a friendship?" Probe for the actual characteristics. For example, someone might say, "Because they're really close?" Ask, "How do you know they are close? What about what you read here shows they are close?" Ask the students to read their responses from their

worksheets. Facilitate the discussion for these possible responses, proposing them if they are not mentioned:

- Talk about a lot of things
- Spend a lot of time together
- Are honest, even when it's hard to be
- Fight but make up
- Stick up for each other
- Support each other by going to each others' events
- Feel jealous

Once the list is created, go through each, asking the students which they'd consider to be positives, and which negatives. Put + signs and – signs next to the various characteristics accordingly. If there is disagreement, put both a plus and a minus sign, and talk about how/why each could be positive or negative. Discuss when something that seems to be a positive can turn into a negative, such as spending too much time together, or are honest in ways that end up being hurtful.

Step 6: Next, say, "Now let's look at Olivia and Dylan. What kind of relationship would you say this is?" Students will likely say, "a relationship" or "boyfriend/ girlfriend." Write the words, "Romantic Relationship" on the board. Ask the students to share the characteristics from their worksheet that describe this romantic relationship and write them beneath the words "Romantic Relationship." Facilitate the discussion for these possible responses, proposing them if they are not mentioned:

- Have their friends talk for them rather than speaking directly
- Spend a lot of time together
- Get jealous
- Feel they have the right to do/know certain things (e.g., checking the other person's phone)
- Make assumptions about what the other person is feeling
- Kiss and do other sexual things
- Find creative ways of getting noticed

Once the list is created, again go through each, asking the students which they'd consider to be positives, and which negatives. Put + signs and – signs next to the various characteristics accordingly. If there is disagreement, put both a plus and a minus sign, and talk about how/why each could be positive or negative. Discuss when something that seems to be a positive can turn into a negative, such as spending too much time together, or checking up on the other person nonstop.

Step 7: Ask the students to look at the two lists and tell you what they notice about them. Depending on what is generated, they may notice similarities or differences. For the characteristics on both the positive and the negative lists that are similar, circle them in the same-color whiteboard marker. Once they have this visual, ask the following questions:

- What do you think are the main differences between a friendship and romantic relationship?

- How do you know when you're in a friendship or romantic relationship? Does something sexual have to happen? Or can you have a boyfriend or girlfriend without doing any of that?
- Do you think it's easier having a friend or a boyfriend/girlfriend? Why? If there are these [indicate the list on the board] similarities, how is being in one kind of relationship different from the other?

Step 8: Say, "People tend to think of friendship and romantic relationships as really different – but as you just saw, there are some similarities, too. The question for everyone to think about is, would you expect a romantic partner to behave in ways – aside from sexually – that a friend wouldn't, or vice versa? Are there things you've learned from being in a friendship – such as being able to talk about what's going on – that you can use in your relationships?"

Explain the homework and distribute it to students, asking them to complete and return it next class.

Step 9: **QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

ASSESSMENT: Having the students put all the group members' names on both case studies and collecting them will fulfill the first learning objective. The large group discussion after the small group work will help teachers assess the achievement of the second learning objective. The homework assignment will help to address both.

OPTIONAL HOMEWORK: "Relationships on TV" – instruct the students that they are to watch a tv show that has both friendships and romantic relationships depicted and complete the assignment about what they see.

Case Study: Aaron and Sophie

Aaron and Sophie have lived down the hall from each other in the same apartment building since they were little kids. They have played together, stuck up for each other, fought with each other, played house and doctor and Xbox and American Girl dolls. Their parents gave them keys to each other's apartments, and they come and go from each place as if they had two places to live. If something bothers either of them – even if it's something the other one did – they talk about it right away. Sophie is probably the only person outside of his family who's seen Aaron cry, and Sophie has told Aaron more about her dreams for the future than she's told her own sister. They do homework together and go to each other's events at school (Aaron is in the jazz band and Sophie plays soccer). Now that they're in the 8th grade, they have started liking other people as more than friends, and both would like to have a boyfriend or girlfriend. They talk with each other about who they like or don't like, and about who they can't believe likes them. Sophie really likes someone who's in jazz band with Aaron and even though Aaron doesn't like Sophie as more than a friend, he feels a little jealous. When they hang out later in the day, Aaron tells her, even though it's really hard, about how he's feeling. Sophie tells him she's felt the same and reminds him that he's her best friend and that nothing will change that. They end up going out for pizza, where they see some other friends and they all have a really nice time together.

What kind of a relationship is this?

What five words would you use to describe their relationship, or how they are with each other?

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

Looking at those words, which would you say are POSITIVE, and which are NEGATIVE? Please put a "+" next to the ones you think are positive, and a "-" next to the ones you think are negative.

Case Study: Olivia and Dylan

Olivia is a newer eighth grade student, having just moved to the area over the summer. The first day of school, she notices Dylan, and thinks Dylan is kind of cute. Dylan sees Olivia and thinks she's cute, too. Olivia has already met a few students, so Dylan asks someone to ask those students what they know about Olivia – especially whether she likes anyone. Olivia hears that Dylan's been asking about her and decides to find excuses to walk past Dylan's locker. Dylan pretends not to see her, until one day, Olivia pretends to trip and drops her books. Dylan helps her pick them up, they start talking, and decide to hang out after school. This leads to hanging out a few more days that week, texting, and FaceTime every night, and finally, one afternoon when they're watching a movie, a kiss. Officially a couple, they spend as much time on their own as they can, kissing and touching each other. Everything's going great, although Olivia feels like other students are now interested in Dylan since they became a couple. She doesn't say anything because she doesn't want to seem jealous (even though she is). Dylan doesn't get why Olivia seems mad about something. She even asked to borrow Dylan's phone "to look something up," but then went through Dylan's texts. Dylan didn't like that but didn't say anything. Besides, Olivia kissed Dylan when she returned the phone and that always fixes things! One afternoon, Olivia says, "So... you want to?" Dylan doesn't know what she's talking about but doesn't want to show it so just nods and keeps kissing her. When Olivia starts taking off her clothes, Dylan realizes what's about to happen – but isn't sure it should. "Should I say something? Shouldn't we talk about it more first?" – all these thoughts start going through Dylan's head. Dylan's phone rings, and it's Dylan's mom saying she needs Dylan to come home. Dylan kisses Olivia and says, "You're so beautiful, I'll text you later," and runs out.

What kind of a relationship is this?

What five words would you use to describe their relationship, or how they are with each other?

1. _____
3. _____
5. _____

2. _____
4. _____

Looking at those words, which would you say are POSITIVE, and which are NEGATIVE? Please put a "+" next to the ones you think are positive, and a "-" next to the ones you think are negative.

Homework: Relationships on TV

Name: _____ Date: _____

Instructions: For this assignment, you have to watch tv! Please watch a show you already know and like that has at least one friendship and one romantic relationship in it. Then complete the worksheet below.

Name of Show: _____

1. Describe one of the friendships depicted on the show. What characteristics that we discussed in class did you see shown? Were there any shown that we didn't mention in class? If so, list those below and then decide if you think those were positive or negative characteristics. What made them positive or negative?

2. Describe a romantic relationship you saw on the show. What characteristics that we discussed in class did you see shown? Were there any that we didn't mention in class? If so, do you think those were positive or negative characteristics? What made them positive or negative?

3. If you were to describe one lesson the people in the romantic relationship could learn from the ones in the friendship – or the other way around – what would it be?

Liking and Loving – Now and When I’m Older

TARGET GRADE: Grade 6, Lesson 6

TIME: 50 minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.6.PHC.2.3 – Examine how friends and peers influence the health of adolescents.
- HE.6.PHC.2.6 – Determine how social norms may impact healthy and unhealthy behaviors.
- HE.6.CEH.4.1 – Determine how the community can influence and support others to make positive health choices.

LEARNING OBJECTIVE:

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

LESSON MATERIALS:

- White board or chart paper
- Markers
- Pencils
- Index cards or scrap of paper
- Exit slip – one half-sheet for each student
- Homework: “A Conversation about Sex”
- Strips of scrap paper
- Question box

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student’s age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what’s expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list with your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Start the class by writing the term “affection” on the board. Define the term as “our feelings of liking and love for others.” Ask, “Who are people we might feel affection for?” After a few examples have been given, ask the students to think about the ways they show affection for these people - how do we let people know we like or love them? What have they done to let us know they care about us?

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

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

Step 3: Split the class up into two groups and have them line up in two different lines that are perpendicular to the board in order of their birthdays. (Note: Dividing them in this way just makes for random teams. If you are worried about time, simply divide the class in half). Make sure they bring their index cards/paper with them and remind them not to share

them with others. Tell that when you say “go,” the first person from both lines is to come up to the board and write down one of the things on their list. The catch is that if someone in their own group has already written what they were going to write, they have to go to the second thing on their list; if that’s there as well, they have to use the third one on their list.

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

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

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

Step 4: Ask a volunteer from each team to read through their team’s list. Circle or place a check mark next to anything that appears on both lists. Process the activity with the students by asking the following questions:

“Why do we do these things for people?”

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

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

Step 5: Explain to the students that when they get older, they may have a boyfriend or girlfriend. Tell them that when they are in those kinds of relationships there may be different ways they will want to express their affection or love – which may be doing something sexual together. Explain that some of these behaviors may be more appropriate for younger people (e.g., kissing, holding hands, etc.), while others are more appropriate when they are older.

Say, “One behavior that people your age should wait to do together until they are older is ‘sexual intercourse.’ How many people have heard this term before? What have you heard it means?” Have a few students respond, validating what is correct. Say, “Other behaviors include: oral sex, which is contact between one person’s mouth and another person’s genitals; anal sex, which is when a person’s penis goes inside a person’s anus; and vaginal sex, which is when a person’s penis goes inside a person’s vagina.”

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

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

Step 6: Distribute the exit slips, and ask each student to complete them and hand them in. Provide the homework, telling them that one sheet is to be completed by a parent/caregiver, and one by them, after which they should discuss their responses together with their parent/caregiver.

QUESTION BOX: *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

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

OPTIONAL HOMEWORK: “A Conversation about Sex” worksheets. The parents’ version is to be completed by a parent/caregiver, while the students’ version is to be completed by the student. Then the two are to compare and have a conversation about their responses, after which they will, together, complete the “How’d We Do?” worksheet.

Student Name: _____

HOMEWORK: For Students: A Conversation about Sex

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

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

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

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

Parent/Caregiver Name: _____

HOMEWORK: For Parents/Caregivers: A Conversation about Sex

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

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

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

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

HOMEWORK: How'd We Do?

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

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

Student:

Parent/Caregiver:

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

Mostly agree

Mostly disagreed

It was a mix

What did you do if you disagreed?

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

Student – I learned that...

Parent/Caregiver – I learned that...

Signed: Student _____

Signed: Parent/Caregiver _____

Exit Slip: On Your Way Out...

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

One new thing I learned today was: _____

Something I still have questions about is: _____



Exit Slip: On Your Way Out...

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

One new thing I learned today was: _____

Something I still have questions about is: _____
