
Examples from

Rights, Respect, Responsibility:
The 3Rs

Curriculum

Provided by



SW Washington

Making Sense of Puberty

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

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

PD.5.CC.1 – Students will be able to explain the physical, social, and emotional changes that occur during puberty and adolescence.

PD.5.SM.1 – Students will be able to explain ways to manage the physical and emotional changes associated with puberty.

PD.5.CC.2 – Students will be able to explain how the timing of puberty and adolescent development varies considerably and can still be healthy.

PD.5.AI.1 – Identify medically-accurate information and resources about puberty and personal hygiene.

PD.5.AI.2 – Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues.

PD.5.INF.1 – Describe how friends, family, media, society and culture can influence ideas about body image.

TARGET GRADE: Grade 4 Lesson 1

TIME: 40 Minutes

MATERIALS NEEDED:

- 3 Pre-titled newsprint sheets as described
- Teacher's Guide: "Changes of Puberty" – one copy
- Answer Key: "Changes of Puberty" – one per student (to be distributed at the end of class)
- Homework: "Remaining Questions" – one per student
- Handout: "Learning About Puberty Resources" – one per student
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board
- Masking tape
- Extra pencils in case students do not have their own
- "Changes of Puberty" - one copy cut into strips

ADVANCE PREPARATION FOR LESSON:

Take three sheets of newsprint paper. On the top of the first write, "Physical," on the top of the second write, "Social," and on the top of the third write, "Emotional." Post these at the front of the room with another blank sheet over each to hide what is written there.

Have approximately 30 one-inch pieces of masking tape pre-torn and partially stuck to the board or a desk at the front of the room to save time during the activity. Cut the "Changes of Puberty" sheet along dotted lines to form strips.

LEARNING OBJECTIVES:

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

1. Describe at least three changes that take place during puberty. [Knowledge]
2. Differentiate between what could be considered physical, social and emotional changes of puberty. [Knowledge, Skill]
3. Explain one thing they can do to manage a physical, emotional and a social change of puberty. [Knowledge, Skill]
4. Identify at least one reliable, accurate source of information about puberty. [Knowledge, Skill]

PROCEDURE:

STEP 1: Tell the class that you are going to be talking about puberty today. Say, "Puberty is something everyone goes through starting at around your age and over their teen years. It has to do with all the ways our bodies change to prepare us for becoming adults. This includes how we change emotionally – and socially – as well as physically."

Reveal the three flipchart sheets and say, "Most people know something about the physical changes of puberty – what our bodies go through. But there are also emotional changes – ways in which we change that has to do with our feelings. And there are also social changes – ways in which we change based on the people we spend the most time with. We are going to do an activity now that looks at these changes."

The book "It's Perfectly Normal" is recommended and is inappropriate for 9-year-olds. See attached photos.

Learning about Puberty

Handout

These recommendations are a part of lesson 1 for 4th grade. "Making Sense of Puberty."

Note to Parents/Caregivers: *These resources all provide important, age-appropriate information about puberty and how our bodies change during this time. Please review these before sharing with your child so you feel ready to answer any questions they may have.*

This book is pornographic with gratuitous pictures of nudity. It goes beyond education.

BOOKS

The "What's Happening to My Body?" Book for Girls – Lynda Madaras

The "What's Happening to My Body?" Book for Boys – Lynda Madaras

It's Perfectly Normal: Changing Bodies, Growing Up, Sex and Sexual Health – Robie H. Harris

The Amazing Life of Birds: The Twenty Day Puberty Journal of Duane Homer Leech – Gary Paulsen

American Girl: The Care & Keeping of You: The Body Book for Younger Girls

The Boys Body Book: Everything You Need to Know For Growing Up You

WEBSITES

PBS Kids: It's My Life: Puberty – <http://pbskids.org/itsmylife/body/puberty/>

Healthy Kids from the American Psychological Association – <https://www.healthychildren.org/English/ages-stages/gradeschool/puberty/Pages/Whats-Happening-to-my-Body.aspx>

Kids Health from Nemours – http://kidshealth.org/kid/grow/body_stuff/puberty.html



PARENTAL ADVISORY EXPLICIT CONTENT

Explicit Content: This book contains explicit content, including language, sexual content, and other material that may be inappropriate for children under the age of 17. Parents are advised to review this book before allowing their child to read it.

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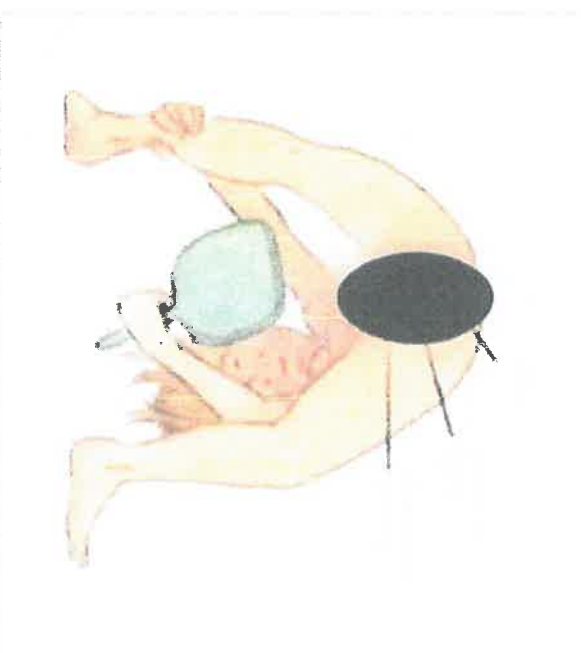
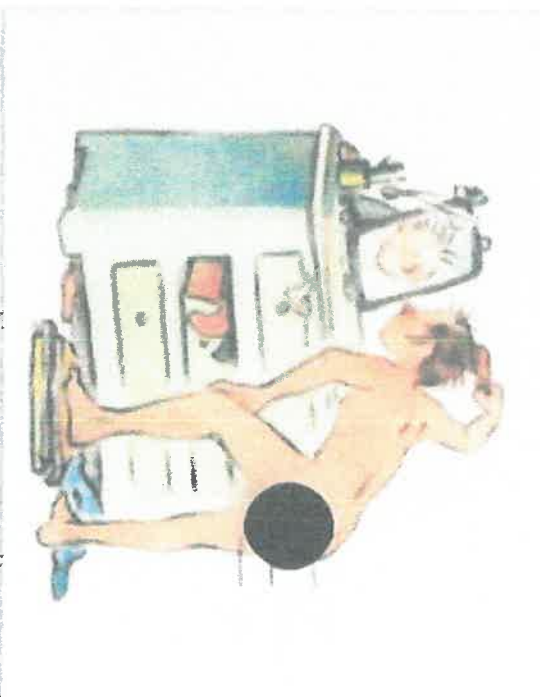
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“Sexual intercourse - ‘having sex’ - can involve the penis and the vagina, or the mouth and the genitals, or the penis and the anus.”



Being a Sex Ed Sleuth

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

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

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

AP.8.AI.1 – Identify accurate and credible sources of information about sexual health.

PR.8.AI.3 – Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

PR.8.AI.1 – Identify medically-accurate resources about pregnancy prevention and reproductive health care.

SH.8.AI.1 – Identify medically-accurate information about STDs, including HIV.

TARGET GRADE: Grade 6
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with PowerPoint on it
- PowerPoint presentation titled "Sex Ed Sleuth"
- LCD projector and screen
- Internet access
- Copies of four Sex Ed Sleuth assignments, each stapled together one per group of four (or three)
- Handout: Sexual Health Information Websites – one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Print out the question sheets and screenshots – ideally, in color – and staple the pages for each individual website together. Make enough copies for groups of four (or three) to each have one. It is okay for more than one group to have the same website.
- Ask your IT person to make sure you have access to the four websites listed in the Sex Ed Sleuth activity: Sexetc.org, <http://www.greattowait.com>, <http://www.plannedparenthood.org/learn/birth-control> and <http://bestchoicestl.org>.
- Before class, review the content on each of these websites so you are familiar with what is there.
- Before class, open up these four websites so they are ready once the students have done their activity.

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 and referring to "someone with a vulva" vs. a girl or woman. 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.

LEARNING OBJECTIVES:

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

1. Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. [Knowledge]
2. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth-positive. [Knowledge, Skill]

PROCEDURE:

STEP 1: Ask the class, "How many of you have ever gone online to get an answer to a question you had?" After students have raised their hands, ask, "Do any of you have sites you go to for your questions, or do you just search for your question and see what comes up in the results?" After a few people have responded, ask, "Whether you go directly to a site, or you just search on your question, how do you

As if the curriculum itself weren't bad enough, the sites the kids are sent to are just as bad. These come from 6th and 10th grade lessons. The 6th grade lesson actually deserves some kudos for including a site about abstinence. Then it's back to business as usual with the inclusion of sexetc.org featuring articles written by kids as young as 15 on topics like a how-to for anal sex, and the "First Time." It's definitely not for 11-year-olds. 10th grade adds [Scarleteen](http://Scarleteen.com), whose creator wrote "S.E.X. the-all-you-need-to-know-sexuality-guide," which is shown right on the home page. They also promote activism for kids, all progressive causes, of course. Don't let your kids anywhere near these sites.

Trust It or Trash It: Finding Accurate Sex Ed Info

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.AI.1 – Access medically-accurate information about contraceptive methods, including abstinence and condoms.

PR.12.AI.2 – Access medically-accurate information and resources about emergency contraception.

TARGET GRADE: Grade 10
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheet: "Trust It or Trash It?" cut in half
- Handout: "Accurate and Reliable Sexual Health Resources for Teens" – one per student
- 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 8 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
www.plannedparenthood.org/teens
youthresourceafy.tumblr.com
www.factsaboutcondoms.org
www.itsyoursexlife.org

- **Create eight areas in your classroom where students can gather around one of these devices.**

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]

A NOTE ABOUT LANGUAGE:

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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, heard something was true, and then come to find later that it wasn't?"

After a few students have raised their hands, say, "The internet

SCARLETEEN

sex ed for the real world

inclusive, comprehensive, supportive
SEXUALITY and RELATIONSHIPS
info for teens and emerging adults

GO TO: bodies gender sexual identity relationships
sex & sexuality sexual health pregnancy & parenting
abuse disability sexual politics advice quickies .exc
ask for help: message boards live chat sms/text

text-only new here?     

search

lookie here: Get a look at our new free zine!

we're crushing on:



How to Access a Safe,
Self-Managed Medical
Abortion

Do you really
need that
pelvic exam?

Maybe.

...OR MAYBE NOT.

Do you need a pelvic
exam? Maybe... or maybe
not.



The World Needs Safe,
Self-Managed Abortion:
Here's Why.



Bare Bodies: Reality
Checking Mainstream
Porn (Part One)

recent advice

- How do I get a gyno out?
- How do I figure out if I want to have sex? (Part 1: mind)
- What does it mean when a doctor asks if I'm sexually active?
- I Used The Pill once - With the help from that I don't Really Want to
- I am having trouble with my relationship and I don't know why.
- How do I know if I'm pregnant? I had an ultrasound. What can I do?

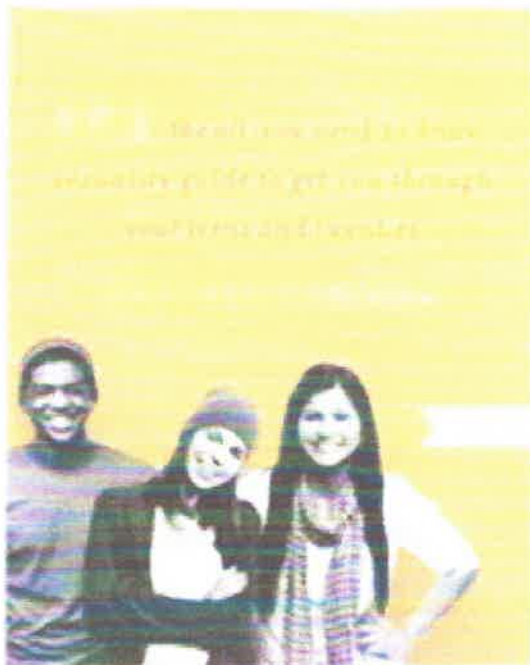
see all questions & answers

Need help now?



and so your mind moves

Network (transgender and queer youth united for racial and gender justice) to create an LGBTQ+ student run club (9-12 & 10 G, Essential Concepts) Promote a school wide read featuring the book, *SEX: The All-You-Need-to-Know Sexuality Guide to Get You Through Your Teens and Twenties* (2016) by Heather Corina



Heather Corina



Author

INTERVIEW

BOOKS

Heather Corina is an author, activist, and internet tuber who writes a fun and comprehensive, affirming sexuality guide for teens and twentysomethings. Her award-winning, popularly accepted work addresses the problems of adolescent bodies, sexuality, and the internet. [Read more](#)

Beats: [Sexual Health](#), [Sexual Pleasure](#), [Sexual Education](#), [Sexual Justice](#)

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For a better orgasm, you should have sex with your partner until reaching orgasm or if starting to feel less aroused, stop for now. You can engage in other sexual activities or just halt sex altogether until another day. Sometimes we just hit peak capacity for sex and feel finished, even if orgasm hasn't taken place, and that's perfectly okay.

ANAL SEX/INTERCOURSE



AKA: Butt-fucking, asslove, back-door action

What is it, and how do I do it?

Anal sex is entering the anus and rectum for sexual satisfaction of both partners.

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inclusive, comprehensive, supportive
SEXUALITY and RELATIONSHIPS
info for teens and emerging adults

lookie here: Get a look at our new free zine!

ACTIVISM

REBEL WELL: A STARTER SURVIVAL GUIDE TO A TRUMPED AMERICA

Under a Trump administration many Americans, especially the most vulnerable, are going to hurt and struggle. Many of us need to protect ourselves; all of us need to help protect and care for each other. Here's an extensive guide to help you do both.

LET YOUR REPRESENTATIVES KNOW: IT'S TIME TO FUND COMPREHENSIVE SEX EDUCATION!

A few weeks ago, I had the chance to attend an inaugural sex education policy convening in Washington, D.C.

THROUGH THE LOOKING GLASS

This organization formed as part of the Independent Living movement, and offers information, support, and advocacy services to disabled parents and to families of children with disability and ongoing medical issues. Free online resources include material on the rights of disabled parents, assistive technologies for baby and child care, and education and advocacy for teachers and other professionals who have questions about disabled families.

AMELIA IS SHOUTING: A CONVERSATION ABOUT ABORTION

I wanted to have a candid conversation about abortion for the benefit of young people, like what to expect, how to help a friend having one, and the best candy to keep on hand for recovery, and I knew Amelia Bonow was just the right gal for the job.

A FUTURE WITHOUT HIV: ARE WE THERE YET?

The findings of a major eight-year-long HIV study known as the PARTNER2 study have shown that so long as HIV+ partners are being fully treated, there is no chance of passing on HIV to a sexual partner, even with unprotected sex. What does that mean, and where do we stand now that we know this?

WE WON'T LET ANYONE SLIP THROUGH THE HOLES IN THE GRATES

A young writer powerfully talks about what it's felt like to experience some of the blatant and painful anti-trans bias and rights violations of the Trump administration.

Planned Parenthood

Chat software by BoldChat

SEX ETC MAGAZINE



get it delivered to your door

LEARN HOW



know your rights to sex ed, birth control, and more

LEARN MORE

MAKE A DIFFERENCE!



Stories ●

FAQs

Resources



A Fairy-Tale First Time

By Manish Arora And Leslie Kazdanein 10



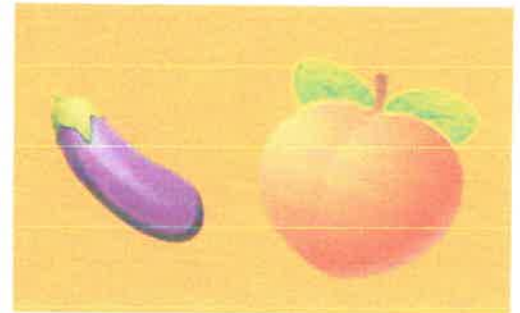
Abstinence Is Foolproof? Think Again!

By Ariadne Stevens 16



All About Condoms

By Jack McNally 17



Anal Sex: From Stigma and Myths to Facts

By Ashley Fowler 17



Caught Between Two Cultures

By Teasing Bista 17



Change Comes to Washington and a Sex Ed Class Near You

By Matthea R. Farrell 19

The lesson instructs kids (12-years-old) to use a condom for anal sex in order to be at low risk for contracting HIV/STDs. There is NO FDA approved male condom for anal sex and only one FDA approved female condom which is expensive and requires a prescription.

HOW HIGH IS THE RISK FOR STDs? ANSWER KEY

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

HIGH RISK FOR STDs

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

LOW RISK FOR STDs

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

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

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

NO RISK FOR STDs

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

There is no information about the other risks associated with anal sex such as anal tears, incontinence, or an explanation as to why it is so easy to contract HIV or an STD from anal sex.

The curriculum suggests that bathing together and mutual masturbation are not sexual activities. Yet it then suggests that these behaviors are "important because they can help people learn about their bodies and build connection between people..." These sexual activities can very easily lead to sex and are not appropriate for 12-year-old children to be engaging in.

Let's Talk About Sex

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

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

NSES ALIGNMENT:

By the end of 8th grade, students will be able to

SH.8.IC.1 – Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

PR.8.IC.2 – Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms.

TARGET GRADE: Grade 7
Lesson 9

TIME: 50 Minutes

MATERIALS NEEDED:

- Assertive Communication Worksheets 1-5 – one per every three students
- Homework "Talking by Text: What Do You Mean?" – one per student
- Pencils in case students do not have their own.
- White board or flipchart pad
- White board or flipchart markers

LEARNING OBJECTIVES:

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

1. Describe three different types of communication people use. [Knowledge]
2. Demonstrate how to effectively use assertive communication in relationships. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Ask the students, "How many of you have mastered the skill of reading people's minds?" The students will likely look confused, and a few might raise their hands, realizing you are joking. Say, "Exactly. We can't read each others' minds so if we want to have good relationships with people, we need to learn how to communicate with them effectively. That includes family relationships, friendships and romantic relationships. Today, we're going to be focusing on communicating about sex and sexuality."

Ask, "What can sometimes make communicating about sex difficult?" Some possible responses might include:

- "I'm too embarrassed to talk about it."
- "I don't want to upset the other person by bringing something up."
- "I'm nervous if I bring something up they'll break up with me."
- "It's too much work – I just want to have a boy/girlfriend."
- "I don't want to pry – and I don't want them asking me things that might be none of their business."

Say, "While these are certainly all reasons why people are often unable to communicate in a relationship, no relationship can last

Let's Talk about Sex

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

In this lesson students, at the age of 12, are learning how to negotiate for sex.

Possible responses might include:

- "I'm actually interested in someone else, but thanks."
- "I really like you as a friend – just not as more than that."

Ask, "Why is this an effective way of responding?"

Possible responses might include:

- "Because both people's needs count"
- "Because the person said what they meant, but didn't offend the other person"

Note to the Teacher: It is possible that some students will insist that aggressive communication is the way to go. Looking only at the result – which is getting what they want. If this happens, try to facilitate a discussion about this. Ask "If you can get what you want without hurting the other person, might it make more sense to do it that way? Why or why not?" You can also talk about situations where it can be appropriate to speak in a more aggressive tone, reinforcing any earlier lessons about bullying prevention.

Say, "So, it's easy to define terms – what we are going to do now is practice actually communicating with a partner about sex." (8 minutes)

STEP 3: Break the class up into small groups of three (no more than four) per group. Ask them to decide who in the group is going to be the writer, and make sure that student has a pencil or pen. Hold up one of the worksheets and say, "I am going to give each group a sheet that has a statement made by a person to their boyfriend or girlfriend that has something to do with sex or sexuality. This person's name is 'Partner A.' You are 'Partner B.' Your job is to respond to Partner A in an ASSERTIVE (not aggressive, not passive) way. Partner B wants to stay in the relationship with Partner A.

When you get your sheets, talk among yourselves about what an effective, assertive response to the line would be that refuses the behavior. Once you have figured that line out, write it on the second line, marked Partner B. You only have about two minutes, so you need to work quickly. PLEASE DO NOT MOVE ON TO THE OTHER LINES!! Once everyone has written their line, I will give you further instructions. Please keep in mind that this activity needs to follow school rules – no violent dialogue, nothing inappropriate."

Answer any questions about the instructions, and then distribute the sheets, instructing students to wait until all the sheets have been distributed. Tell students to get started, and remind them that they only have two minutes in which to come up with a response. Walk around as they work, answering questions and reminding them not to move on. As you walk around, check some of the language to be sure they are on task and not writing anything silly or inappropriate.

After two minutes, have everyone stop writing. Ask each group to pass their sheet clockwise to the group next to them. Say, "Now that you've been Partner B, you're going to become Partner A. Read through the original type-written line, and what the group before you came up with as an assertive response. Then, as a group, come up with a new line for Partner A.

Let's Talk about Sex

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

Asking kids to role play a sexual situation in front of the class forcing kids into an awkward and uncomfortable situation.

Keep in mind that Partner A may really want to have sex or is strongly considering it. Once you've come up with what you feel is an effective line, write it down. You only have two more minutes for this. Please do NOT go beyond Partner A."

After a few minutes, stop the students and again ask them to pass their sheet clockwise to the group next to them. There, they will become Partner B again and have to come up with a response to Partner A that again assertively refuses the behavior. Continue the activity until all the sheets have been filled. Allow a little more time for each round so that students can read through the previous lines before writing their responses. Remind the students as necessary that their responses should be assertive, rather than passive or aggressive. Once the sheets have been filled, have them pass their sheets one more time. Then give the groups one minute to read their completed sheets within their small groups. (18 minutes)

STEP 4: Ask each group to select two volunteers who will come to the front of the room to read their dialogues. After each group has read their sheet, be sure to have the class applaud for each. Take a moment to ask the class how realistic a discussion they thought this was, and whether Partner B remained assertive throughout.

After all the groups have read their dialogues, process by asking the following questions:

- "What was it like to do that?"
- "Was there anything that surprised you in what you heard?"
- "What did you think of the ways in which partner A and partner B communicated? What are some specific examples you heard?"
- "What were some of the things you heard partner B say that you really liked, or thought would be particularly effective?"

Note to the Teacher: In most cases, the two people students will select will be a boy and a girl – with the boy being Partner A. If this happens, point it out to the students.

- "What did you notice about the pairs that came up to the front of the room?"

Ask the students whether anyone else assumed the partners were each a particular gender and why. Ask if they think it is realistic for a girl to put pressure on someone to have sex or for a boy to want to refuse it. Ask what they think these scenarios would look like in a same-sex relationship – what would they have expected had Partners A and B been two guys or two girls?

Note to the Teacher: It is likely that two students of the same sex will come to the front of the room from time to time. If there are two boys, for example, one of them may act the way he perceives a girl would act so that there is a male and a female partner, even though the worksheets do not indicate any genders. This may produce some laughter from the class. If this were to happen, it would be important to point out the laughter and ask the class, "Did the acting portray an accurate picture of how a girl talks or acts?" Ask the class what they think the actors are trying to convey. In most cases, they will admit that they were trying to show a gay couple. If that is the case, ask, "What can happen when we stereotype people

Let's Talk about Sex

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

in this way?" and process responses. Don't be punitive! This can be a great opportunity for discussion if you show them you are open to exploring this, rather than acting as if someone is in trouble. (This scenario may also happen with two girls, one acting stereotypically like a boy, but this is less likely to cause a stir). (15 minutes)

STEP 5: Summarize the lesson by making the following points:

- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate, and accept the other person's needs.
- Compromise is a part of every relationship. This means that you give in sometimes, and the other person gives in at other times. But if one person is giving in more often than the other, it is an unequal, unhealthy relationship.
- It is important to stick to what you believe in and the decisions you make, even if they're different from what people around you are saying.
- No one should do anything sexual in a relationship that they do not feel 100% ready to do.

Explain that a lot of times people are communicating more by text than in person, so the homework assignment will be to look at some examples of people texting each other and see how effective they think they are. Distribute the homework sheets and ask them to complete them and bring them to the next class. (4 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Going through the types of communication will achieve the first learning objective. The "Assertive Communication" worksheets are designed to achieve the second objective.

HOMEWORK:

Students should complete the "Talking By Text: What Do You Mean?" worksheet to apply the skills learned in class about assertive communication to communicating via text.

Feeling ready to have sex does not always mean you are ready to have sex. There are consequences that come along with sexual activity and those need to be considered.

Assertive Communication Worksheet #1

These are sexual text examples that the students are instructed to look at. They are combined from 3 worksheets in order to show all of the scenarios.

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "I saw Sam and Kayla earlier. They said they've decided to have sex after all. I know you and I said we'd wait, but if they're going to do it, wouldn't it be okay for us to?"

Partner B:

Partner A: "I don't want to use condoms when we have sex. It's like you're saying I'm dirty or something!"

Partner B:

Partner A: "It's our first time having sex, we don't need to use condoms or birth control."

Partner B:

Assertive Communication Worksheet #3

Instructions: Partner A really wants something from Partner B. Partner B, however, doesn't want to do what Partner A wants to do. Work with your group to come up with an assertive next line in this dialogue. When instructed to, pass the sheet to the next group and await further instructions. **Please only fill in one line. Do NOT complete the entire form.**

Partner A: "It's our first time having sex, we don't need to use condoms or birth control."

Partner B:

Partner A: "Why don't we just have oral sex? You can't get STDs from it."

Partner B:

Partner A: "If you're not willing to do it with me, then I'll just go find someone else who will."

Partner B:

Creating A Safe School: Celebrating All

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

STEP 5: As students are working, write “A B C D F” in a column on the board. After about 5 minutes, ask students how many would give each of the grades, by a show of hands, and write the number of raised hands next to each grade.

Say, “Clearly, there’s some work we need to do here.”

Note to the Teacher: If you are in a school that is more socially progressive around LGBTQ issues and you have mostly good grades, you can say, “We’re doing a pretty good job! But what can we be doing better?”

Ask students to flip their worksheets to the other side and answer the questions there. Explain that they are going to be identifying specific things that they feel need to improve at school, as well as steps that they, as students, can take to help those happen. Tell them they have about 10 minutes to complete their task. (15 minutes)

STEP 6: After about 10 minutes, stop the students as they’re working. Make sure they have put their names at the bottom of their worksheets. Say, “We don’t have time to go through all the sheets, but does anyone have an idea they think is really great that they’d like to share?” As time allows, have a few pairs share their ideas.

Note to the Teacher: If you have time in the next class to come back to this – especially if this ends up being an actual project – you can go through the other worksheets/ideas then.

Praise the good ideas and work the students did and explain the homework assignment in which they will be looking at websites where they can find information about sexual orientation and gender identity. Distribute the homework and collect the worksheets. (6 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The plans of action generated by the paired activity will enable the teacher to determine whether the first two learning objectives were met. The homework assignment will demonstrate their ability to access a reliable resource on LGBTQ issues.

Note to the Teacher: There are very few online resources that are age-appropriate for middle school. The websites in the homework assignment, although written by teens, is age-appropriate for this lesson and purpose.

HOMEWORK:

Have students visit <http://sexetc.org/info-center/post/athlete-ally-hudson-taylor/> and complete the three questions on their homework worksheet.

This website encourages kids to explore different types of sex and sexuality. If the goal is to reduce teen pregnancy and HIV/STD transmission this is not the site to accomplish that.

The World Around Me

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

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

Exploring why a person makes decisions to have sex. No discussion on the nature of the destructive behavior of the individuals in the scenarios.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PD.8.INF.1 – Analyze how friends, family, media, society and culture can influence self-concept and body image.

PR.8.INF.1 – Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behavior.

HR.8.INF.1 – Analyze the ways in which friends, family, media, society and culture can influence relationships

SH.8.INF.1 – Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors

TARGET GRADE: Grade 8
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- Scenario: Leah (enough two-sided copies for one quarter of the students in the class)
- Scenario: Malik (enough two-sided copies for one quarter of students in the class)
- Students' journals (or sheets of lined paper, one per student, if journals are not being used in class)
- White board and markers
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

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

1. Name at least two people or entities from which young people receive messages about relationships and sexuality. [Knowledge]
2. Describe at least one message young people might receive about sex and sexuality from each of these sources. [Knowledge]
3. Explain how these messages can have an impact on a young person's sexual decision-making. [Knowledge, Skill]
4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision making in the future. [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 and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the topic by telling students, "When we make decisions about significant things in our lives, we rarely do so without considering the thoughts, experiences and messages we get from various sources in our lives. We ask people in our lives for their advice – and sometimes we get it even when we don't ask for it! Other times, we are barely aware of how outside messages do or don't have an influence on us and our decision-making."

Draw a large circle on the board, about 18" in diameter. On the top of the circle write a name that reflects the population of your students (for the purposes of this example, we will use "Matthew"). As you are drawing the circle and writing the name, "Matthew," or another name at the top, say, "Imagine for a moment that we have a teenager named Matthew. Even though he's still in school, he's thinking about what he wants to be when he grows up." In the center of the circle, write, "Career." Say, "He's really good at art and photography and is thinking

The World Around Me

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

Once you have put one example in each circle, ask the students to tell you what they notice about the messages, which may be consistent or inconsistent. Ask, "Has anyone ever asked more than one person for their opinions about something and gotten two totally different answers? If so, what does that feel like?" Probe for, "confusing," "overwhelming," "helpful," etc.

Ask, "So, whose opinions do you think will carry more weight with Matthew?" After a few responses, acknowledge what was shared and if it has not been shared already say, "It also depends on his relationship with each of these entities. If he is particularly close with someone, or has relied on their advice in the past and it's helped him, he may consider their thoughts more seriously than other people's." (13 minutes)

STEP 2: Say, "Now we are going to look at sexual decision-making and the people and entities that can have an impact on these decisions." Break the class into groups of four. Once they are in their groups, tell them they are going to work together on a scenario in which they'll have a character who they will be mapping as they did with Matthew. Distribute the Leah scenario to half the class and the Malik scenario to the other half. Let them know they will have about 15 minutes in which to do their work (17 minutes).

STEP 3: After about 15 minutes has passed, ask the groups to stop their work. Tell the students that half of groups worked on one scenario, and the other half on a different one. Ask for students from various groups that had the Leah scenario to read the scenario, alternating students for each paragraph. Ask groups to share the influences they noticed, and their responses to the questions asked.

Next, ask for students from the other groups who had the Malik scenario to read their scenario, alternative students with each paragraph. Ask groups to share the influences they noticed, and their responses to the questions asked. (14 minutes)

STEP 4: Acknowledge the work they did, and ask them to hand in their worksheets. Ask students to take out their journals and write the following questions on one of the pages (have these written on the board or write them as you speak):

1. "Who or what do I consider before making decisions about sexuality or relationships?"
2. "How might using alcohol affect how I make decisions about sexuality or relationships, and whether I stick to them?"
3. "How can thinking about people and messages around me help me with my future decisions about sexuality and relationships?"

Ask them to write a minimum of three sentences in response to each question and hand in their journals during the next class. (6 minutes)

Note to the Teacher: If you are not using journals in class, feel free to have students write these prompting questions on a sheet of paper. You can also post or email an electronic version and have them complete these online and submit them to you once completed.

These are 14-year-old kids being asked personal questions about sex before they are even at the age of consent. For homework, students are told to answer the questions in Step 4 in their journals and turn them in. Why should teachers read personal information about their students and why should students be expected to give up their privacy? This line of questioning is inappropriate and the teacher should not have access to their answers. It's more overreach.

The kids in these scenarios are deciding if they want to have sex. They each have friends who have sex. The boy watches porn and drinks. His friend asks if he's hesitating because he likes boys instead of girls. They both have stereotypical conservative parents who never talked to their kids about sex.

Leah

Leah has been with Malik for almost a year. Malik has been bringing up whether they should start having sex, and Leah's trying to figure out whether the time is right. She's never had sex before, and she's nervous about getting pregnant or an STD. Malik's had sex once before, but things didn't work out with them. Malik says he's curious, but that he's not sure whether the time's right – he's got a lot of plans for the future, and if he ends up getting Leah pregnant or either of them get an STD, that could really affect his hopes for college and getting a scholarship.

Leah's best friend has had sex, but he goes back and forth as to whether he thinks Leah should, saying, "I think it's different for guys." They hang out a lot and watch reruns of "16 and Pregnant," as well as "East Los High," and talk about all the people who have sex on those shows and what's happened as a result. Leah doesn't feel like she can talk with her mom about this stuff, because her mom was brought up in a pretty conservative household and they've never talked about sex or sexuality. Leah does, however, have a good relationship with her mom's best friend, who she's known since Leah was a baby, and feels like she can talk with her about anything.

Sometimes, when Malik gets stressed out or nervous, he drinks. When he does this, he gets a bit more assertive with Leah – as she tells her best friend, "he's all hands when he drinks." They've almost had sex a few times when he's gotten like this, but Leah's always told him to stop and he has. She loves Malik, she really does – she's just not sure whether the time is right or whether he's the one.

Instructions:

1. On the back of this sheet, map the influences in Leah's life by writing the message(s) she's getting from each in the circles provided.
2. Is anyone missing, even if they're not listed in the story? If so, add them in to the "other" circle and add in what possible messages she might get from them about her decision.
3. We found out that Malik drinks sometimes – how does that come into play when it comes to Leah's decision?

4. Who or what do you think has a LOT of influence on Leah? Why?

5. What does this tell you about making decisions about big things in your life, like sex and sexuality?

This lesson for 8th graders is designed to get students to think about where and how they're influenced about sexual decisions. And it's completely irresponsible. These kids are 13-years-old. not even old enough to consent!

The World Around Me
Worksheet

Early sexualization of children, a minor viewing pornography and alcohol consumption by a minor. No discussion on the negative affects of pornography or the fact that these two individuals are under the age of consent for sex, or the dangers of a minor consuming alcohol or the fact that it is illegal

Malik

Malik has been with Leah for almost a year. Leah has been bringing up whether they should start having sex, and Malik's trying to figure out whether the time is right. He's never had sex before, and he's nervous about getting Leah pregnant or getting an STD. Leah's had sex once before, but things didn't work out with them. Malik's curious, but he's not sure whether the time's right – he's got a lot of plans for the future, and if he ends up getting Leah pregnant or if either of them get a really serious STD, that could impact his hopes for college and getting a scholarship.

Malik's best friend has had sex, and regularly asks Malik what he's waiting for. He's even asked Malik a few times whether he's hesitating because maybe he likes guys, not girls. Malik watches porn sometimes when he's home alone, and is nervous about whether he'll know what to do. Malik's parents are very devout Catholics, and they don't talk about sex or sexuality except to talk about abstinence and waiting for marriage. Malik is the youngest of four children, but his brothers and sisters are all older and don't live at home anymore. He only sees them at holidays and doesn't consider himself close to any of them.

Sometimes, when Malik gets stressed out or nervous, he drinks. That's when he feels most comfortable talking about sex with Leah – and when he feels like they're really close.

Instructions:

1. On the back of this sheet, map the influences in Malik's life by writing the message(s) he's getting from each in the circles provided.
2. Is anyone missing, even if they're not in the story? If so, add them in to the "other" circle and add in what possible messages he might get from them about his decision.
3. We found out that Malik drinks sometimes – how does that come into play when it comes to his relationship with Leah?

4. Who or what do you think has a LOT of influence on Malik? Why?

5. What does this tell you about making decisions about big things in your life, like sex and sexuality?

Birth Control Basics

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

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

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PR.8.CC.3 - Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.

PR.8.CC.4 - Define emergency contraception and its use.

PR.8.AI.2 - Identify medically-accurate information about emergency contraception.

TARGET GRADE: Grade 8
Lesson 8

TIME: 50 Minutes

MATERIALS NEEDED:

- Index cards – one per student
- One set of the seven method cards for students' use
- One set of the seven method cards with two additional copies of the "Dual Use" card for use by teacher
- One set of the three category cards
- Newsprint – one piece, posted at the front of the room
- Markers
- Masking tape
- Optional – a birth control kit with the above methods to show students (*Note: Many Planned Parenthoods sell birth control kits as does Total Access Group here http://www.totalaccessgroup.com/contraceptive_demonstration_educator_kit.html*)

ADVANCE PREPARATION FOR LESSON:

- Print one set of the three category cards with one each of the following per page:
 - Protects for a Few Years (Long-Acting Methods)
 - Protects for a Month (Short-Acting Methods)
 - Protects right now
- Seven method cards copied double-sided so that the method is on one side and the three statements are on the other side – two sets needed as noted in the materials section
 - abstinence
 - external condoms
 - pills/patch/ring
 - IUDs/shot/implant
 - withdrawal
 - emergency contraception
 - dual use

LEARNING OBJECTIVES:

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

1. Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy. [Knowledge]
2. Correctly recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, which makes using effective birth control important. [Knowledge]
3. State correctly what emergency contraception is. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a

This is for 8th grade, ages 13-14. We are now going to teach kids about deciding when to be sexually active and when to have children without even a mention of physical, mental, or emotional readiness OR marriage. Marriage isn't even something to consider before having children. And let's give kids the idea that 16 is a good time to start having sex.

Birth Control Basics

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

Specifically targeting 8th grade students and telling them that they can buy condoms is promoting underage sex

some protect for a short time, like one month, and some protect for a long-time, sometimes even a few years." Review the following 7 methods of birth control one at a time by showing the card with name of the method on it, stating the information about the method below and then tape the method card in the correct column you have already created.

"Abstaining from vaginal sex is the only 100% effective way to prevent pregnancy when done consistently and correctly. In fact, it is the method used by most 8th graders. Ask students what you mean by "when done consistently and correctly." Affirm or correct their statements until you feel satisfied that they understand that abstinence only works when people use it every time. This means a penis not going inside another person's vagina. Tell them that most people are not abstinent forever but choosing to delay having sex until you are a bit older can be a very healthy choice." [Place in the "protects right now" category.]

"External condoms (sometimes called male condoms) are worn on a penis. Anyone can buy them at the store (including 8th graders) and they are very effective at preventing pregnancy when used consistently (meaning every time a couple has vaginal sex) and correctly. They also have the added bonus of protecting against most sexually transmitted diseases or STDs." [Place in the "protects right now" category.]

Note to the Teacher: You will notice that we use the phrases "external" condom. Explain that, while students may be familiar with the terms "male" condom, you are using these terms to reflect how the methods are used, rather than to assign a gender to them.

"The birth control pill, the patch and the ring all contain hormones that are very effective at preventing pregnancy. The patch and the ring work for a month at a time and then have to be replaced. The patch you replace once a week and the ring you replace once a month. The pill needs to be taken once a day, at the same time every day. A pack of pills lasts one month and then you need to start the next pack. These are called short-acting methods that you can get from a clinic." [Place in the "short-acting- protects for a month" category.]

"Most IUDs, the shot and the implant contain hormones that are very effective at preventing pregnancy for anywhere between a few months (3 months for the shot) and many years (up to 10 for some IUDs). These are called long-acting methods that you can get from a clinic too." [Place in the "long-acting- protects for a few years" category.]

"Withdrawal, often called pulling out, is when a penis is removed from a vagina before sperm are ejaculated to prevent pregnancy and while it is not as effective as some other methods, it is definitely better than not using anything. It is not, however, the same thing as abstinence." [Place in the "protects right now" category.]

"Emergency contraception, often called Plan B, is medicine that is taken after unprotected vaginal sex to prevent pregnancy and the sooner it is taken after vaginal sex, the more effective it is." [Place in the "protects right now" category.]

"Dual use is when people who have vaginal sex want to get the most effective protection possible by using a condom in addition to another method (a condom and the pill, a condom and the IUD). This doubles their protection and helps protect them against both unintended pregnancy and sexually transmitted diseases. But this does not apply to using two condoms at the same time, which should not be done, as that can cause the latex to break." [Place a dual use sign in all three categories to show that a wide variety of methods can be used together.] (15 minutes)

How Well Do I Communicate With Others?

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people's rights to honest sexuality education.*

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.IC.1 – Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors.

TARGET GRADE: Grade 9
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Student Handout: "How Well Do I Communicate with Others? Example One" – one per half the students in class, folded in half
- Student Handout: "How Well Do I Communicate with Others? Example Two" – one per half the students in the class, folded in half
- "How Well Do I Communicate with Others?" roles – prepared as described
- Homework, "Communication in the Media" – one per student
- Exit slips cut in half, enough for each student to have one half sheet
- Blank sheets of 8 ½ x 11 paper –one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

Print out enough copies of the "How Well Do I Communicate?" roles and cut them into thirds. Put each role into separate piles, and from that create enough triads for the entire class (for example, if you have 24 students, you would create 8 complete sets with each having a partner one, a partner two and a judge to create one complete set). You may wish to put each set together with a paper clip for easy distribution in class.

LEARNING OBJECTIVES:

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

1. Describe at least two characteristics of effective communication. [Knowledge]
2. Apply effective communication skills to a scenario relating to communicating with a partner about having a sexual relationship. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

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PROCEDURE:

STEP 1: Say, "Today, we are going to looking at how we communicate with other people. Have any of you ever said something to another person, and they've reacted in a surprising way – or some way that didn't make sense?" After students react, say, "A lot of times we immediately wonder, 'wow, what's wrong with them? Why didn't they get what I was saying?'" Rather than blame the other person right away, we need to take a look at how we communicate, and whether we're being as clear as we think we are!" (2 minutes)

STEP 2: Ask the class to get into pairs and to make sure they have something to write with. Distribute the blank sheets of paper and say, "I'm going to distribute two things to you right now. First, everyone should get a blank sheet of paper. Once you all have that,

In this lesson 14-year-old kids role play a conversation negotiating sex between two randomly paired students, acting as if they are a couple. Another student sits as judge in the conversation to decide if they said the right things. Notice the teachers instructions where boys are singled out for public correction (ridicule) if they understandably show signs of being uncomfortable with having to role play with another male student.

How Well Do I Communicate With Others?

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

This lesson puts 14 year olds in a very uncomfortable position with their classmates role-playing negotiating for sex and being judged by a classmate.

- The person was really clear
- The person was specific
- The person compared what was on the sheet to something else I already knew
- I spoke up and asked questions to make sure I understood
- The person didn't get frustrated; if I didn't get it they tried again

Then ask, "When something you drew didn't match, or if you didn't end up completing the drawing, why do you think that was?" Record these responses under the "Didn't Work Well" column. Responses may include:

- The communicator got frustrated with me when I didn't understand
- The communicator rushed me
- The communicator gave incomplete information, such as the shape but not its size or location on the page
- I didn't ask clarifying questions because I didn't think I could

Ask them to review the two lists and reflect on what they notice. Then say, "Both people have a role to play in communicating clearly. When we're the one who has something in particular to say or get across, we can sometimes be so focused on that that we don't think about the other person and how they're hearing it. If we become impatient or angry, that can shut the other person down so they may not feel like they can ask clarifying questions – or they may just agree to end the conversation. But both people have a responsibility to be as clear as possible when talking with another person – and they both have an equal right to be heard." (10 minutes)

STEP 5: Say, "This was just about drawing a picture – we're going to now talk about what it's like when two people are communicating about sex."

Divide the class into new groups of 3. Tell them that each group is going to have three characters: Partner One, Partner Two and the Judge. Each person will have a specific task, which you will give them. Explain that partners one and two are going to communicate with each other about something relating to their sexual relationship, and that they need to reach a decision. The judge's job is to decide how well they communicated and whether the decision they reached made sense given how they communicated. Ask the triads to please not show each other what's on their sheets.

Ask whether there are any questions. Refer back to the lists on the board about what they found worked or didn't work when it came to communicating during the drawing activity and to use that in their dialogues.

Then go around the room, randomly assigning people the role of partner one, partner two and judge, making sure each triad has a partner one, partner two and a judge. Once everyone has a sheet, give them about 2 minutes to read it through and think about how they want to play their role. Tell them they can make notes to themselves on their sheets, too, if they think that would help (in particular, the judge should be noting what they observe in the interaction). Tell them they can start, and that you will stop them after about 5 minutes of discussion. Ask the judge not to express any opinions until you have said so. (7 minutes)

Note to the Teacher: If two cisgender, heterosexual boys end up randomly being assigned to each other, it is possible they will have a homophobic response that could include refusing to do the work or speaking or making gestures that mimic their understanding of gay male

Boys are singled out and publicly shamed for understandably being uncomfortable with having to role play with another boy.

How Well Do I Communicate With Others?

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

stereotypes. Some boys may be fine doing the role plays, but someone from another group might make a homophobic comment about it. Should this happen in your class, it's important to stop what you are doing, notice the interaction, and ask for the class members to reflect on what's happening and why. Direct the students back to your class groundrules – and reinforce the agreement to be respectful – and that making homophobic comments is not respectful.

STEP 6: After about 5 minutes, ask the groups to stop their work. Then ask the judges to take 2 minutes to share with their partners what they thought. After 2 minutes, ask for the class' attention and process the activity using the following questions:

- What was it like to do that? What was [easy, challenging, fun, boring – add in their responses] about it?
- Partners one and two – how do you think you did? Did you feel you were clear? Was your partner clear?
- Judges – what did you think of how the partners did? Can you share an example of when the two partners were on the same page and when they weren't? Why?
- How many partners compromised and changed their minds? What caused you to do that?

Say, "It's so common for people to misunderstand each other – it can happen in friendships, family relationships and between boyfriends and girlfriends. Communicating about sex carries a bit more responsibility with it – it's a big decision to make, even if one or both people have already had sex before. Each decision with a partner is a new decision – so it's important to know and communicate what you are and aren't interested in doing, and to respect where the other person is if it's different from where you are."

Distribute the homework and briefly review the assignment with the students. Then distribute the exit slips and ask them to complete them and hand them to you as they leave class. (13 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class activities all serve to fulfill the learning objective for this lesson. The homework assignment contextualizes the learning in the world around the students.

HOMEWORK:

Worksheet: "Communication in the Media" – have students take note of videos or shows they watch over a week's period and note what from class they saw examples of.

Creating Condom Confidence

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

banana and condom you will be using in a moment and announce, "Today's the day!" After students stop laughing, put these on the desk and say, "Okay, that was a pretty dramatic way to tell you that we're going to be talking about condoms today. Let's start with what you know – what, if anything, have you ever heard about condoms?"

Record students' responses on the board. As you write, validate what is correct and correct any misinformation you hear. For example, you may hear

- They protect against pregnancy and STDs (correct)
- They come in different sizes (correct)
- You can get them for free (correct)
- They don't really work (incorrect – if used correctly and with every sex act that involves a penis, they are around 97% effective at preventing pregnancy and most STDs, including HIV, the virus that causes AIDS) (5 minutes)

According to the CDC
"Typical use failure rate: 13%"

STEP 2: Say, "These days, it's really easy to find condoms. But finding them easily won't amount to a whole lot if we don't know how to use them correctly. So we're going to practice."

Take one condom out and either a banana or the wooden penis model. Go through the steps on the teacher's guide one at a time, holding up the condom and/or model to make sure all students can see.

When you open the condom at the beginning of the demonstration, say, "You'll notice that condoms come coated with a kind of liquid – that's called 'lubricant.' As you'll see in a minute, this can make the condoms kind of slippery. Most condoms come like this. Some, however, are unlubricated. If you were to have an unlubricated condom, you can add some of this [hold up the tube of lubricant], which is a lubricant made specifically to use during sex. There are lots of different kinds of lubricant; whatever you use should be water-based. Do NOT use hand lotion or Vaseline or anything else with oil in it as a lubricant, as the oil will break down the latex in the condom and can cause it to break.

There are also different materials that condoms can be made of including latex, polyurethane and lamb skin. Lamb skin condoms do not protect against STDs, including HIV. Unless you have a latex allergy, latex condoms are the most effective if used consistently and correctly."

Once you have completed your demonstration, ask whether there are any questions. Take about five minutes worth of questions and tell the students that they are going to now practice doing this on their own. (10 minutes)

STEP 3: Divide the class into pairs. Distribute a banana and two condoms to each pair, as well as the Steps to Putting on a Condom handout. Decide who will go first, and have the other person follow along on the steps sheet while the first person tries to go through the steps in order as you just demonstrated, doing their best to recall each step and in the correct order. Instruct the second person to gently remind the first person of a missed step, but that they should give the first person a chance to try to remember what they can. Tell students that if anyone were to drop or tear a condom by accident, they should raise their hand for a replacement. Tell students they'll have about 5 minutes in which to practice, and that they should not switch partners until you instruct them to. As students are working, walk around the room to observe their work. (10 minutes)

Creating Condom Confidence

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

STEP 4: After about 5 minutes, ask students to stop where they are and switch roles – the first person will now monitor the steps on the sheet, and the second person will practice putting a condom on the banana with the first person's support as needed. Remind the students that they have about 5 minutes in which to do this. Again, walk around the room to observe students as they do this. (5 minutes)

STEP 5: Once the students have both gone, distribute the hand wipes and dispose of the used condoms. From the front of the room, process their experience using the following questions as a guide:

- What was it like to do that?
- What was [easy, difficult, fun, weird, awkward – fill in their responses here] about it?
- Did anything surprise you about doing this?
- Did you learn something new you didn't know about condoms before?
- What's one thing you plan to do differently now that you've practiced putting on and taking off a condom?
(10 minutes)

STEP 6: Say, "I said earlier that having condoms doesn't mean anything if you don't know how to use them. Well, knowing how to use condoms doesn't mean anything if you don't actually have them in the first place! What are some places you know of where you can get condoms? If you know whether these are free or whether you need to buy them, let's be sure to add that."

Record responses on the board, adding in any or all of these as they apply to your school or area:

- In the school health center/nurse's office (free)
- At a local health clinic [be sure to name the ones in your area] (free)
- At different stores [be sure to name the ones in your area] (cost)
- From an older sibling, friend, parent/caregiver or other trusted adult (free)
- Online (cost – and you need a credit card to order them)

Say, "It's great that we have all these options for getting condoms. Your homework for next class is to see what it's like to actually try to get them yourselves."

Before the next class, you need to visit one of these places and get a condom. In each situation, you must interact with at least one adult. For example, if it's here at school, you can't just grab a condom from the basket and run off. You have to at least say to an adult, 'May I have some condoms, please?'

Now, I don't want you to spend any money, so if you were to go to a store, just go up to someone who works in the store and ask where the condoms are, go to the section, and look through them. You can even take a picture of them with your phone if you want. If an adult looks at you funny make a note of it on your worksheet and you can also show the adult your homework if that would help. Again, you don't need to spend any money.

Creating Condom Confidence

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

I am going to give you a sheet with some questions on it about your experience doing this. Complete the sheet and bring it with you to the next class.

Now, one thing I am going to give you a heads up about. I am very intentional about you going as 9th graders because some adults might have a reaction to you, as ninth graders, asking about condoms. You need to know there is no minimum age at which you can get condoms – you have a right to access them at any age. So if any adult were to make a comment about your age, be sure to tell them that you know that using condoms is the responsible thing to do and that you have the right to get them if you wish.”

Answer any questions about the homework assignment. Then answer any remaining questions they may have about condoms or condom use and close the class. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The modeling of condom use and actual practice will fulfill learning objective number one; the students practicing putting the condom on the model will reinforce the first learning objective and fulfill the second. The homework assignment will fulfill the third learning objective.

HOMEWORK:

“Creating Condom Confidence” Worksheet – after obtaining a condom through one of the sources mentioned in the lesson, students will write a brief reaction to the experience using this worksheet as a guide.

Teacher's Guide: Steps to Putting on a Condom

- 1. MAKE SURE YOU BOTH CONSENT TO WHATEVER YOU PLAN TO DO SEXUALLY.**
We often see examples in the media of people spontaneously having sex – but regardless of whether either or both people have had sex before, with each other or anyone else, each new sex act is an opportunity to talk about what you do and don't want to do. If you haven't clearly told the other person you want to have sex, and they haven't told you, you shouldn't have sex – regardless of whether you plan to use condoms!
- 2. MAKE SURE YOU HAVE MORE THAN ONE CONDOM** (hold up a few). Condoms can be slippery, and if you only have one and it falls on the floor, you can't rinse it off and use it, you have to throw it away and get a new one.
- 3. CHECK THE EXPIRATION DATE.** On each condom pack, there is an expiration date based on when the condom was made. If it is past the expiration date, do NOT use the condom.
- 4. CAREFULLY OPEN THE CONDOM** using the jagged edge as your guide. Do NOT use your teeth.
- 5. CHECK WHETHER IT'S RIGHT SIDE UP.** The condom will only roll one way, so you want to make sure it's right side up. (Walk around the room with the condom in your hand to demonstrate this). If you were to put it on the wrong side up, it'd be best to throw that condom away and start fresh. That's because a penis produces a small amount of fluid called "pre-ejaculate" that can transmit STDs, and may sometimes contain sperm. If that gets into the condom's other side, it will get into the other person's body.
- 6. GENTLY PINCH THE TIP OF THE CONDOM** to get air out. This will create space for the semen during ejaculation.
- 7. PLACE THE CONDOM ON THE HEAD OF AN ERECT PENIS.** If a person is uncircumcised, you may need to gently pull back their foreskin as needed before putting the condom on.
- 8. ROLL THE CONDOM ALL THE WAY DOWN THE PENIS.** If you only roll down part of the way, you risk the condom coming off – and you expose both partners to more skin-to-skin contact, which is a higher STD risk if one partner has an infection.
- 9. SEX ACT – ORGASM AND EJACULATION.** You must use one condom per sex act. This includes if you're having more than one kind of sex during one encounter. For example, a penis that goes inside an anus should not go inside a vagina without taking that condom off and starting with a fresh one. That's to avoid getting bacteria from the rectum inside the vagina.
- 10. PULL THE CONDOM-COVERED PENIS OUT AND AWAY FROM THE OTHER PERSON'S BODY.** Especially as someone is just learning how to use condoms, they may be a little clumsy handling them. You want to avoid removing a condom over a partner's body to avoid spilling the contents on or inside them.
- 11. PULL THE CONDOM OFF, TIE THE END IN A KNOT TO AVOID SPILLAGE, AND THROW IT IN THE GARBAGE.** Never flush a condom down the toilet as it can clog the toilet. If you are someplace where you do not necessarily have privacy, you can wrap the used condom in some toilet paper to be more discrete about it before throwing it away.

[REMEMBER: YOU CANNOT RE-USE A CONDOM!]

There is no FDA approved male condom for anal sex and only one female condom which is expensive and requires a prescription.

Student Worksheet: Steps to Putting on A Condom

1. GIVE AND OBTAIN CONSENT FOR HAVING SEX.
2. HAVE MORE THAN ONE CONDOM.
3. CHECK THE EXPIRATION DATE.
4. CAREFULLY OPEN THE CONDOM. NO TEETH!
5. CHECK WHETHER IT'S RIGHT SIDE UP.
6. GENTLY PINCH THE TIP OF THE CONDOM TO GET AIR OUT.
7. PLACE IT ON THE HEAD OF AN ERECT PENIS.
8. ROLL THE CONDOM ALL THE WAY DOWN THE PENIS.
9. SEX ACT – ORGASM AND EJACULATION.
10. PULL THE PENIS OUT AND AWAY FROM THE OTHER PERSON'S BODY.
11. PULL THE CONDOM OFF, TIE THE END IN A KNOT TO AVOID SPILLAGE, AND THROW IT IN THE GARBAGE.

[REMEMBER: YOU CANNOT RE-USE A CONDOM!]

Homework: Do You Have Condom Confidence?

Name: _____ Date: _____

INSTRUCTIONS: Please respond honestly to the following questions and hand your assignment in during our next class period. Your answers will NOT be shared with the class. (Remember, you can't just ask a friend or family member for one or to get one for you!)

1. Where did you go to get your condom? If it was a store or clinic, please put down the name and address here:

2. On what date did you get your condom? _____

3. Who did you talk with at the office/clinic/store about condoms?

(Feel free to say who this person was e.g. store manager, pharmacist, you don't need to get a name):

4. How did this person react to you when you asked for condoms or asked where they were located?

5. How did it feel to experience getting/asking about condoms? How do you think doing this may help you in the future?

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.*

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.CC.3 – Identify the laws related to reproductive and sexual health care services, i.e., contraception, pregnancy options, safe surrender policies, prenatal care.

SH.12.CC.3 – Describe the laws related to sexual health care services, including STD and HIV testing and treatment.

TARGET GRADE: Grade 10
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- Quiz: "What Are My Rights?" – one per student
- "Teacher's Guide: What Are My Rights?" – one copy
- Homework: "Can I or Can't I?" – one per student
- One sheet of flipchart paper with the heading, "Parking Lot" written on it
- At least one flipchart marker
- White board and markers
- Worksheet: "Who Did the Right Thing?" – one per student
- Extra pencils in case students don't have their own
- Masking tape

ADVANCE PREPARATION FOR LESSON:

- Take the Teacher's Guide – What Are My Rights? and go to the websites as indicated in order to fill in the correct information about the laws in your state and resources in your area.
- Take a sheet of newsprint paper and write, "Parking Lot" at the top in large letters. Post it at the front of the room but over to the side so that you can access it easily but not have it be the main focus during the lesson.

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 and referring to "someone with a vulva" vs. a girl or woman. 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 the "parking lot" newsprint sheet that you posted before they came in.

This lesson teaches kids that they have the right to sexual autonomy and privacy even from mom and dad, further invading the parent child relationship.

We All Have Rights

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

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 parking lot and you'll find the information and share it during the next class.

Distribute the "What Are My Rights?" quiz, but ask them not to put their names on it. Tell them that it is designed to get a sense of what they do and don't know coming into this class. Tell them they have about 5 minutes in which to complete the quiz, and that if they don't know the answer, they can simply guess. (7 minutes)

STEP 2: Go through the responses using the Teacher's Guide: What Are My Rights? Answer any questions students may have, writing any questions to which you don't know the answers up on the Parking Lot. (12 minutes)

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

Note to the Teacher: Many of the laws relating to sexual and reproductive health and rights relate to abortion, and can be sensitive to discuss, especially given different religious and personal values and beliefs in the classroom. If these start to come up during the discussion of the quiz, reassure students that they will have the opportunity to talk about them more in the activity that follows.

STEP 3: Tell the students they are now going to take some of these facts and consider them when they are used in a real-life situation.

Distribute the worksheet, "Who Did the Right Thing?" Ask for students to volunteer to read each of the paragraphs aloud, alternating students per each paragraph. Once the story has been read, instruct the students to decide which of the characters they think did the right thing in this situation. (7 minutes)

STEP 4: Once everyone has recorded their ratings, divide the class into groups of 4. Once they have gotten into groups of 4, instruct them to discuss who they think did the right thing, and to try and reach agreement on the ratings. Explain to students that they can change their vote at anytime, but that they should only do so if they truly agree. Tell the class they will have about 8 minutes in which to do this. (9 minutes)

STEP 5: After about 8 minutes, stop the small group discussions. Ask, "How many groups were able to agree on their rating?" Go around the room and ask the groups to state who they felt was the most just. List the names of the characters on the board who are ranked as most just, along with a checkmark next to them to indicate additional rankings.

Ask students to explain why they rated the characters as they did.

Note to the Teacher: Your job during this part of the activity is to make sure students disagree respectfully, and that everyone who wishes to speak gets to speak. You also are to play the role of devil's advocate, using the facts from the quiz as relevant, or simply by posing hypothetical, "what if?" questions. (For example, "What if Victor wasn't opposed to using birth control, would you change his rating then?")

(13 minutes)

Quiz: What Are My Rights?

1. If a teen becomes pregnant, who has the right 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. Up until when in a pregnancy does someone have the right to have a legal abortion?
 - a. It is only legal in the first trimester (up until 12 weeks)
 - b. It is legal anytime during the pregnancy In some states. In Washington up until 28 weeks.
 - c. It is legal in the first trimester, and in some states, into the second trimester
 - d. It is legal only during the first 7 weeks
3. Do teens have the right to get birth control from a clinic without parental permission or notification?
 - a. No
 - b. Yes
 - c. It depends on the teen's age
 - d. It depends how the clinic is funded
4. 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
5. 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
6. 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
7. If someone over the age of 17 has sex with a person who is under the age of 17, is it against the law?
 - 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, and on the state they live in
8. 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

Teacher's Guide: What Are My Rights?

Some of the answers here are incorrect because the laws have changed since this edition of the 3Rs was published.

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 cases, however, the decision they make may require parental consent or notification. For example, in our state, a teen who chooses to have an abortion must [have parental consent, notify one or both parents – fill in the information relating to your state from http://www.guttmacher.org/statecenter/spibs/spib_PIMA.pdf]. In most cases, states that require parental consent or notification also have alternate legal procedures in place for teens. For example, a teen can go to a judge to have permission granted to have the abortion. This is called "judicial bypass."

2. Up until when in a pregnancy does someone have the right to have a legal abortion?

a. It is legal in the first trimester, and in some states, into the second trimester

Nationwide, abortion is legal through the first 12 weeks or first trimester of pregnancy. Different states, however, have different laws about when after that abortion can no longer be done – or when it can be done but requires a second physician to be involved in the procedure. This often depends on what's called "fetal viability," or when a fetus could survive on its own outside of the uterus. In our state, the law says that [fill in the law information from http://www.guttmacher.org/statecenter/spibs/spib_PLTA.pdf].

In some states a woman can get an abortion up to and including during delivery

3. Do teens have the right to get birth control from a clinic without parent permission or notification?

a. It depends how the clinic is funded

Yes

Most states have laws that permit minors (people under the age of 18) to obtain contraceptive methods without parental consent or notification. A few states, however, don't specify contraceptive methods but just refer to access to healthcare in general. Generally speaking, most clinics who provide contraception receive funding from the federal government under something called "Title X" (that's Roman numeral ten, not an "x"), but most private doctors do not receive Title X funding. If a clinic receives Title X funding they must provide contraception without a parent/ caregiver's consent. It's always a good idea to ask, when making an appointment or when you arrive at the clinic, what their policy is about parental consent.

In addition, methods that are designed to be permanent – like vasectomy and tubal ligation (sterilization) are not available in the US for people under the age of 18. This is considered the legal age at which a person can consent to have any kind of surgical procedure, and these methods would fall under that category.

4. 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.

Another example of the subtle suggestion that parents are the bad guys

In the state of Washington
kids 13 and older can get hormones without parental permission and soon
Planned Parenthood will begin distributing hormones to minors.

5. 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>]

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

b. No Yes

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.

7. If someone has sex with a person who is under the age of 17, is it against the law?

d. It depends on the age of the younger person, and on the state they live in

Most, but not all, states in the U.S. have 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 ranges from 16 to 18. In some states it is illegal for two people under the age of consent to have sex, even if they were both the same age. Other states allow sex between two people if the older of the two is within a certain age range. For example, in Alabama, the age of consent is 16; the allowable age span relating to that is 2 years. So if a 17-year-old and a 15-year-old had sex, it would not be seen as against the law. But if a 17-year-old and a 14-year-old had sex, 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.

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

a. Yes

A teenager 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.

"Sexting is here to stay folks. The real issue is consent. If you think about it like that, then sexting is just another aspect of normal sexual behavior." That's what The 3Rs tells your 15 year old using a video the IT will have to unblock so it can be shown.

Using Technology Respectfully and Responsibly

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to

HR.12.CC.4 – Evaluate the potentially positive and negative roles of technology and social media in relationships.

HR.12.SM.2 – Describe strategies to use social media safely, legally and respectfully.

TARGET GRADE: Grade 10
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

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

ADVANCE PREPARATION FOR LESSON:

- Either download this video or ask your IT person at school to unblock this site for you to use in class: <https://www.youtube.com/watch?v=bhMXI31xf0U>.
- Sexting is a particularly sensitive topic within sexuality education. You may wish to show this lesson and the video to your Supervisor or Building Principal to ensure they support its use.
- Go to http://mobilemediaguard.com/state_main.html (U.S. Sexting Laws) and look up your state's laws on sexting. Be sure to ask your IT person at school to unblock this site for you to use in class.

LEARNING OBJECTIVES:

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

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

A NOTE ABOUT LANGUAGE:

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 and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

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

Then they'll discuss scenarios that make sexting seem like the norm. For homework kids go out and share their newfound knowledge with four friends. Though they do tell students that naked photos of kids under 18 is illegal, if they were serious about discouraging kids from sexting they would take a different more serious approach.

Using Technology Respectfully and Responsibly

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

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

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

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

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

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

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

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

(12 minutes)

Even though sexting is illegal for minors students are instructed to talk about it.

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

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

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

In yet another instance of educators trying to insert themselves between parents and their children, the teacher is instructed to say, "This isn't easy to talk about and you may still have questions. Remember you can always talk with me."

Using Technology Respectfully and Responsibly

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

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

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

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

HOMEWORK:

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

This lesson should be very simple and just one paragraph long
SHB 1742-Dealing in Depictions of a Minor Engaged in Sexually Explicit Conduct. A person commits the crime of Dealing in Depictions of a Minor Engaged in Sexually Explicit Conduct in the first degree or second degree when he or she knowingly develops, duplicates, publishes, prints, disseminates, exchanges, finances, attempts to finance, or sells a visual or printed matter that depicts a minor engaged in sexually explicit conduct. The crime is also committed when a person possesses the visual or printed matter with the intent to develop, duplicate, publish, print, disseminate, exchange, or sell it. The degree of the offense depends on the type of conduct depicted. The first degree offense is a class B felony and level VII offense, and the second degree offense is a class C felony and level V offense

Worksheet: Sexting Scenarios

SCENARIO ONE

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

What should you do?

SCENARIO TWO

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

What should you do?

SCENARIO THREE

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

What should you do?

Homework: Spreading the Word

Name: _____ Date: _____

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

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

Sexual Rights: Who Decides?

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

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

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PS.12.CC.2 – Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

PS.12.INF.2 – Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

TARGET GRADE: Grade 12
Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Extra pencils in case students don't have their own
- Story - 'Senior Send-Off' – one per student
- Senior Send-Off Roles 1-10 – enough copies of each role for each member of the small group as assigned
- Handout – 'Resources: Rape and Sexual Assault,' one half sheet per student

ADVANCE PREPARATION FOR LESSON:

- Create 10 small groups and assign each group a Senior Send-Off Role (see handout) for the class activity
- Make 10 copies, one for each small group, of the Senior Send-Off Roles for the small groups and paper clip them together
- Make enough copies of the Resource list for half the students in class; cut the sheets in half so that each student will receive a half sheet

LEARNING OBJECTIVES:

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

1. Identify their own feelings about a specific type of law relating to statutory rape. [Affective]
2. Describe at least two messages about sexual consent, abuse, age and gender, and the source(s) of those messages. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. 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:

Note to the Teacher: This lesson addresses an accusation of statutory rape. Although the description of what happens between the two people is not very graphic, you may want to give students a warning about the topic at the beginning of class and watch your students' reactions so you can follow up with any students who seem to be triggered by what is discussed.

STEP 1: Say, "There are parts of sex and sexuality that are for us as individuals to decide for ourselves. We all have rights – even when you're under 18, you have some rights. Yet there are some aspects of sex and sexuality that society has created laws about. Can you think of any examples?" Probe for laws about sexual assault, abortion, being naked or having sex in public.

Once again, a lesson which includes students role playing sexual scenarios, but this time the setting involves statutory rape.

Sexual Rights: Who Decides?

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

An exercise where two students are told to role play a scenario dealing with statutory rape. Instead of being taught about the laws of the state and a clear message being sent about underage sex, students are put in a very uncomfortable and humiliating position about an illegal act. This is the type of exercise that can possibly cause stress and anxiety to a student who has experienced abuse.

Say, "Sometimes a law is passed that makes sense to some people, but not to others. And as you know, laws can be interpreted by different judges and different lawyers. We're going to look at an example of this today."

Distribute the handout, "Senior Send-Off." Ask for volunteers to read aloud one part of the handout. Once the entire handout has been read, say, "I'm guessing you all have some reactions to this story! You're going to get a chance to talk about it – but you're going to have to do it in character." (5 minutes)

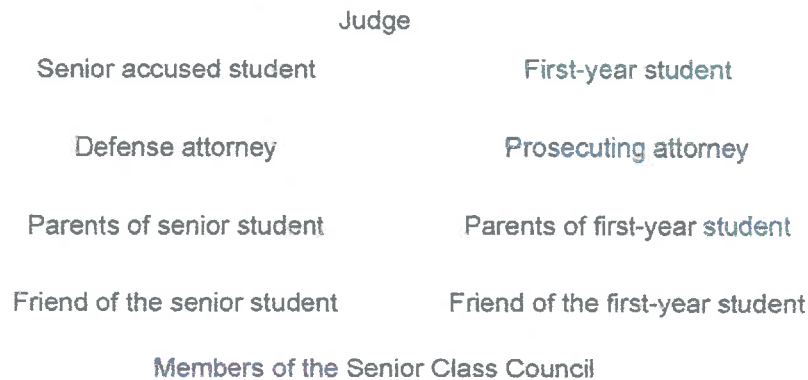
STEP 2: Explain that you are going to divide the class into 10 small groups. Each small group will be representing one person in the story. Tell them that you are going to give them 15 minutes to prepare how they plan to play their role, which will be provided to them.

Divide the class into 10 groups, and distribute the roles. As they work in their groups, walk around the room and listen to their conversations, answering questions or contributing guidance as necessary. (17 minutes)

Note to the Teacher: The groups should be divided and the roles assigned intentionally as part of preparing for class.

STEP 3: Once 15 minutes are up, tell the class that, although they worked on their roles as a group, they need to decide who will be the first speaker to represent their group as if they are one person. Tell them that others in the group will be able to speak as well, but that someone has to start.

Then tell the groups where they should position themselves. What this looks like will depend on your classroom, but one suggestion is as follows:



Ask the Prosecuting Attorney to go first, present the case, and then have the Defense Attorney respond. Have the judge call on other witnesses as outlined in their instructions. Tell them that each person will have no more than 2 minutes to make their case. (17 minutes)

STEP 4: After everyone has spoken, the judge will share their collective verdict with the class. Once the verdict has been shared, thank the class for their work, and ask everyone to return to their original seats.

Story: Senior Send-Off

A 17-year-old high school senior with an excellent GPA has already been accepted to college. They are liked by everyone at school, both students and teachers. They have a good relationship with their parents, and are an active member of their faith community. They tutor students who need it, and volunteer at the animal shelter in town.

An unofficial tradition at their school is something called "Senior Send-Off," in which graduating seniors compete to see who can have sex with the youngest student they can find at the same school. This tradition is not sanctioned by the school, although considering some of the graduates work as staff at the school, it's possible that some know about it and simply look the other way.

The 17-year-old student has been helping a first-year student with their homework. That first-year student seems to look up to - perhaps even like? - the 17-year-old. The 17-year-old decides to try something sexual, just a kiss, and the first-year responds positively. They make out for a while, and end up having sex. They are both happy afterwards, but for different reasons.

When it is over, the 17-year-old smiles and says, "Just out of curiosity, how old are you?" The first-year student says, "I'm 14, why?" The 17-year-old says, "Well, thanks to you, I may have just won a contest," and tells them about the Senior Send-Off and that they need to be able to tell the senior class council how old they are.

The first-year student is confused - and then furious. "Wait - you're saying this is only a game? I thought you were interested in me." The 17-year-old, so excited by the idea of winning the competition, is confused - and then realizes that the first-year student really liked them.

The first-year student goes home, and their parents notice they're really upset about something. The first-year student tells their parents what happened. The parents flip out, yell, "But you're 14!" and call the police. By the end of the day, the 17-year-old has been arrested for statutory rape; a few days later, the student's parents are notified that the college their child was accepted to has cancelled their offer of admission.

Senior Send-Off Roles

FIRST-YEAR STUDENT

You are really upset and offended by what happened with the other student. You did consent to have sex with them, but you certainly would not have had you known in advance that this was part of some contest. You feel humiliated, and since everyone now knows what happened to you, you want the Senior to pay.

FIRST-YEAR STUDENT'S PARENTS

You are as upset as your child. You think the outgoing senior coerced your baby and took advantage of them – you want justice for your child. You also think that that student's parents are to blame, and want to hurt and embarrass them, too. You think the older student should be expelled and shouldn't be allowed to return to school.

FIRST-YEAR STUDENT'S CLOSE FRIEND

You and the first-year student have known each other since grade school. You think they're a great person, and would never lie or say anything mean about someone else unless that person really had done something wrong. You think the 17-year-old definitely raped your friend and should be punished.

17-YEAR-OLD SENIOR

You are the 17-year-old student. You cannot believe everyone is freaking out about this. You thought this was between you and the first-year student. You both wanted to have sex, and you thought that since they liked you, they wouldn't mind helping you win the contest. You don't see what the big deal is and you certainly don't want this to affect your future.

SENIOR'S PARENTS

You are very conservative and very religious, and the idea that your child was having sex outside of marriage is distasteful to you. You are very disappointed in your child, but do not think it is possible for them to be seen as a rapist. You understand why the other student's parents are upset, but think that this is a matter to be dealt with privately with your religious leader, not in a legal setting.

SENIOR'S CLOSE FRIEND

You and the 17-year-old have known each other since middle school. You think they're a great person, and that they would never lie or do anything mean to another person – it's just not in their nature. You are sure that this must be some kind of terrible misunderstanding. You've seen how great your friend is with younger kids, helping them after school and tutoring other high schoolers. You used to tease your friend for being kind of a goody-goody when you were younger, and you really can't blame them for wanting to do one thing that would make them seem cool in the eyes of the other seniors before they graduated.

This entire scenario is full of stereotypes and outrageous assumptions. The negative characterization of the religious parents, the portrait painted of the 17 year old by the best friend of a person who is a goody goody, yet would participate in a hazing ritual where they commit statutory rape.

Mock Court Roles

SENIOR CLASS PRESIDENT AND COUNCIL MEMBERS

You and the rest of the senior council have known about this tradition, but it has never been written down anywhere. You are the ones who have been pushing the students who are about to graduate to compete in the contest, but there's an unspoken rule that people don't talk about it – especially not with adults. You are terrified that you are all going to get into trouble and not be able to graduate. You want to cover yourselves and distance yourself from the senior who is being accused of rape as much as possible.

PROSECUTING ATTORNEY

You interpret the law as meaning this was rape, even though they both consented to it. But the age difference means that the younger person was not able to consent to the sex act, legally. Because it was part of a game, you really want to make the older person out to be a predator with no positive characteristics. This will make an example of the senior and serve as a warning to others.

DEFENSE ATTORNEY

You want to demonstrate as much as possible that the first-year student is smart enough to know the difference between whether they wanted to have sex or not. You believe the school itself is to blame because they should have known about the tradition and stopped it. You do not think your client should be convicted of rape-in fact you think this should be seen as a simple high school misunderstanding that is nobody else's business but the two people who had sex. You think the first-year student's parents are blowing it out of proportion and are just angry because they're uncomfortable with the idea of their child having sex.

JUDGE

Your job is to LISTEN. Think about the arguments each "person" makes, talk amongst yourselves, and reach your verdict. All you have to decide are two things: First, was this rape, according to the law, and second, regardless of whether you decide it was or was not, what consequence(s), if any, should there be for any of the people involved? Things you might consider include whether the senior should be allowed to finish school, whether the senior council bears any responsibility, whether the school itself should be punished, whether the parents carry any responsibility, etc.

Instead of telling kids the law regarding minors and sex, kids are put into an awkward and embarrassing sexual situation with their classmates. It also insults any student who has deeply held religious beliefs.

Fantasy or Reality? How Sexually Explicit Media Affects How We See Relationships IRL

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

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

"The first thing that comes to mind tends to be porn." students are told at the start of a lesson on sexually explicit media.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.INF.1 – Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship.

HR.12.AI.1 – Demonstrate how to access valid information and resources to help deal with relationships.

TARGET GRADE: Grade 12
Lesson 5

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- Internet connection
- PowerPoint: 'Fantasy vs. Reality'
- Speakers to project audio from the computer
- Double-sided, color copies of slides 7 and 9, one per student
- Worksheet: 'Sex in the Media: What are the Impacts?' – one per student
- White board and markers (at least two markers of different colors)
- Extra pencils in case students don't have their own

ADVANCE PREPARATION FOR LESSON:

- Download the YouTube video, <https://www.youtube.com/watch?v=BWAct9PZ2fA>, or have your IT person make sure you have access to it during your class.
- Download the YouTube video, <https://www.youtube.com/watch?v=QOiyYZ11cf0>, or have your IT person make sure you have access to it during your class.

LEARNING OBJECTIVES:

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

1. Define what sexually explicit media is and how it is part of everyday television and ads. [Knowledge]
2. Explain at least four ways in which media representations of sex and sexuality can affect sexual and romantic relationships.

Note to the Teacher: Even though no sexually explicit photographs are shown, two of the slides showing bathing suit-clad people are covers of pornographic magazines. These images were readily available on the internet, and are no more explicit than the magazine covers shown alongside them. It would still, however, be a good idea to get confirmation from your supervisor that it is acceptable for you to teach this lesson and show the images in the PowerPoint.

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 and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Begin the class by saying, "Today, we're going to be talking about something many of you have seen, most of you will at some point see, and all of you have at least heard of: sexually-explicit media." Say, "The first thing that comes to mind tends to be porn – the stuff that's on the internet – the stuff that is not supposed to be viewed by people your age, yet often is – let's talk about the sexually-explicit images we see every day."

Seems like it would be an ideal time to tell them how male college students' grades worsened as their porn viewing increased; about how depression and anxiety increased; how porn users have higher divorce rates; and about the neuroscience studies showing similarities in the brains of porn and drug addicts.

Fantasy or Reality? How Sexually Explicit Media Affects How We See Relationships IRL
*A Lesson Plan from Rights, Respect,
Responsibility: A K-12 Curriculum*

Open the PowerPoint presentation, Fantasy vs. Reality, and show the Liquid Plum'r commercial, the link for which is on the first slide. Ask for reactions.

Say, "Sexually explicit images in advertising are nothing new – companies have been using sex to sell all sorts of things for years." Go to slide 2 and ask, "Why do you think this company uses this image to sell its burgers, rather than this one?" Go to slide 3. Student responses will include, "Sex sells," or "because people like to look at a sexy woman eating a burger," among others. As students respond, push them to connect their responses to the sexual component – why does sex sell? How does seeing a sexy woman connect to wanting to eat a huge burger like that?

Go to slide 4 and play the ad for Dentyne Ice. Say, "Sometimes, it's not the actual depiction of sex, but just innuendo – like the Liquid Plum'r ad. What are both ads suggesting?" Probe for the Liquid Plum'r is suggesting a stereotypical porn video, with the music played, the narrator's voice and the suggestive language and actions, and that the Dentyne Ice commercial is suggesting someone buying condoms.

Ask, "All of this is designed to get our attention, to be humorous, to make us think of sex – and therefore, to make us want to buy a particular product. But what's the difference between what we see in advertising and what would be considered sexually explicit?" (6 minutes)

STEP 2: Go to slide 5 and ask, "What is the difference between these two pictures – of Rihanna on the cover of GQ and of a contestant in a beauty pageant" – go to slide 6 – "and these two covers of Playboy magazine?"

Go to slide 7 and ask, "What is the difference between these covers of Cosmopolitan and New York" – go to slide 8 – "and these covers of Penthouse?" Go to slide 9 and say, "Here are covers of health and fitness magazines" – go to slide 10 – "and here are covers of sexually explicit magazines."

Go to slide 11 and say, "The legal definition of porn is, 'the depiction of sexual behavior that is intended to arouse sexual excitement in its audience.' So given what you just saw, how would you define the difference between what we just saw and what porn is?" (9 minutes)

STEP 3: Say, "Plenty of images today on tv, online, in magazines and elsewhere are very sexual in nature. They get right up to the edge of what is allowable in the media. We're going to take a minute now to look at the possible messages that these sexual images communicate."

Divide the class into groups of 3. Tell them that you are going to give each group copies of two of the slides from the PowerPoint you just shared, along with a worksheet with questions on it. Distribute the "Sex in the Media: What are the Impacts" worksheet and ask them to work together to complete it, explaining that they will have about 8 minutes in which to work together. As they are working, write the following three headings on the whiteboard:

For Men

For Transgender People

For Women

(4 minutes)

None of those facts made their way into the lesson. In fact, when the legal definition of porn is given and they're asked what's the difference between it and what's shown in the media, it seems they're trying to imply there isn't much difference at all. In the end, it's just another lesson where kids are not given full and complete information about the topic being discussed.

Fantasy or Reality? How Sexually Explicit Media Affects How We See Relationships IRL

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

STEP 4: After about 8 minutes, ask groups to stop their small group work. Ask:

- What was it like to do that? What was [insert student responses] about it?
- Did you notice you agreed on much of what you observed? When you disagreed, how did you manage that?

Ask for students from each group to volunteer to share responses to question number one. Record responses on the board. When you go into question number two, write the class's perceptions of impact to the right of the first brainstorm in a marker of a different color.

Finally, ask what they think the potential impacts of these expectations are on romantic and sexual relationships. This discussion will vary from class to class, but you will want to probe for:

- People may expect sex to go a certain way and feel unprepared for or vulnerable when it does not go as expected
- People may assume that because a person looks a particular way they are more or less sexual
- People may assume consent from their partner because they may think everyone of their partner's gender "is like that"
- People may not realize how important it is to talk about sex as well as about feelings before and during, because this isn't usually modeled in the media
- People may not think about contraception or safer sex because it is rarely discussed or depicted in the media
- People may expect their or their partner's body to respond in a certain way sexually and be concerned if it does not because that is how it's depicted in the media
- People may engage in behaviors they might not otherwise have done because they consider porn and the media "to do" lessons rather than fantasies
- People may be disappointed by how their partner looks naked or be worried that their own body will disappoint their partner based on what they have seen in porn and other media.

(22 minutes)

STEP 5: Go through the remaining PowerPoint slides. Once you have shared the take-home messages, ask students whether they have any they would add to those, and close the class. (9 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The PowerPoint will achieve both learning objectives; the remainder of the lesson will achieve the second learning objective.

HOMEWORK:

None.



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