

Climate Setting

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

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

TARGET GRADE: Grades 3-5

TIME: 30 Minutes

MATERIALS NEEDED:

- PPT Slide Deck: Setting Ground Rules K-2
- Internet, projector, and speakers

ADVANCE PREPARATION FOR LESSON:

- Have the video cued and ready to play: AMAZE Why Do Friendship End? <https://amaze.org/video/friends-forever/>
- Create an Anonymous Question Box for use during the Growth & Development unit.
 - This can be a shoebox, tissue box, cardboard box, etc that has an opening for students to slip questions anonymously
- Index cards or sticky notes for students to use to submit anonymous questions

LEARNING OBJECTIVES:

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

1. Describe what topics will be covered in the growth and development program or unit.
2. List the ground rules that their class has collectively identified for the sex ed unit or program.
3. Practice asking a question.

LESSON RATIONALE:

This lesson does not include align with any specific National Sex Education or Health Education standard, but it crucial to be implemented prior to teaching the 3Rs curriculum. Students need to know what is expected of them and their peers as it relates to a sex education unit, and it takes time to establish a trusting environment where all students feel safe to learn, share, and ask questions. To do this, the teacher and students work collaboratively to create a set of Ground Rules. This lesson should be implemented before teaching any of the other 3Rs lessons and should be included first within your unit plan or the design of your scope and sequence.

PROCEDURE

STEP 1:

Say, "For the next several days our class will be learning about health. We will be talking about healthy relationships with others, consent and boundaries when we interact with others, the ways our bodies will change during puberty, and our reproductive systems.

Climate Setting

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

Say, “Some of the things you learn in these lessons may feel new or exciting for you, or they may make you feel a bit uncomfortable. This may be the first time you’re having conversations like this at school, or we may use words that sounds silly or make you want to laugh. But, these words are important to know about how to describe your body, puberty, and relationships as you grow older.”

Say, “Let’s do a quick check in to see how everyone is feeling about these upcoming classes.” Ask students to raise both hands and show a number from 1-10 on their hands that indicates how they’re feeling. The feelings are:

- 1-2 Fingers: Not great, I feel nervous or uncomfortable
- 3-4 Fingers: Feeling a bit nervous or uncomfortable, but also curious
- 5-6 Fingers: Kind of uncomfortable, but also kind of excited
- 7-8 Fingers: Mostly excited, but a little uncomfortable
- 9-10: Really excited to learn this, I have lots of questions!

Survey the room and assess how students are feeling from their raised hands. Say, “I can see that some of you are excited about this class, and some of you are uncomfortable. That’s okay. During our class, we’ll talk about some rules about how to make our classroom safe for everyone.”

(3 minutes)

STEP 2:

Say, “We’re going to talk a bit about what the rules are for our health classes.”

Say, “All of the rules for our classroom that we use every day still apply. These include our rules [review your everyday classroom expectations here.]

Say, “We’re going to add a few rules specifically for our classes about health since some of the things we’ll be talking about may feel new to you.”

Ask students, “What are some rules you think we should have when we’re learning new information about our bodies and staying safe?” Allow a few students to respond.

Display the Slides that introduce each ground rule as an image.

Note to Teacher: The images included on the slides are suggested ground rules for a K-2 health education classroom. Feel free to add to, remove from, or modify to this list based on ground rules that would be beneficial for your own classroom.

Ask students what they think each group agreement represents. Share the ground rule associated with each image and explain what it means.

Climate Setting

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

- All questions are okay!
- It's okay to disagree, but not to make fun of another person.
- It's okay to sit quietly and not participate if you're feeling uncomfortable
- It's not okay to share a personal situation that happened to your family
- It's okay to feel embarrassed

Ask students if there are any ground rules they think should be added to the list.

(12 minutes)

STEP 3: Say, "During these next few lessons, you are likely going to have lots of questions, and that's okay. You can ask any question you like here; nothing is too silly. In addition to asking me questions, there are other important people in your life who could help you when you have a question about your body or growing up."

Ask students, "Who is a person you could talk with if you had questions about your body or growing up?" Ask students to think on their own for 15 seconds and then ask them to find an elbow or shoulder partner.

Say, "You can keep the name of your trusted adult private if you want, but please share with your elbow partner why you think this adult is a person you would feel comfortable talking with about your health."

After 2 minutes of sharing, ask students to return to the large group.

Say, "Adults can be a really big help when you have questions or concerns about your body, even if the thought of asking them makes you feel nervous or uncomfortable."

(5 minutes)

STEP 4:

Say, "You can ask questions by asking me, the teacher, or you can use what is called the Anonymous Question Box. The Question Box can be used to ask a question without having to write your name, which means that no one will know who asked it.

Say, "To use the Anonymous Question Box just grab an index card or sticky note and write down your question. You can submit them to the box at the end of class. When we have time, I will make sure to answer each question."

Say, "I want to make sure we have a chance to practice asking a question during our unit. I will show a short video about friendship, and how it changes over time. As you watch the video, think about a question that you have."

Show the AMAZE video, Why Do Friendships End, located here:

<https://amaze.org/video/friends-forever/>

Climate Setting

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

Based on the time remaining and the number of students in the class, ask students to either:

- Raise their hand and practice asking a question about something they saw in the video.
- Turn to a nearby partner and ask their question to a partner.

As students ask questions, notice and compliment the ways you say the class at large using the Ground Rules, for example:

- “I can see folks are respecting each other by talking one at a time”
- “Great work listening to the speaker”
- “I love to see that no one is laughing at anyone else’s questions”
- “I see some people choosing not to ask a question; maybe they are waiting until they feel more comfortable and that’s okay”

Summarize by saying, “Great work! We can always make changes to our ground rules as we learn more in the next few lessons and decide we forgot to add something to our list. Following our ground rules make sure that everyone feels as comfortable as possible and can focus on learning new information to keep them healthy!”

(10 minutes)

HOMEWORK:

Although there is no homework for this lesson, it is critical that students have been given either the opt-in or opt-out forms as determined by your school or district policy to confirm they can participate in sex ed lessons. Confirm that this has been done, and prepare an alternate plan for students who are not able to receive the lessons.