

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 K-2

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: How to Be a Good Friend: <https://www.youtube.com/watch?v=ReMq3KX8F94>

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 unit or program.
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 our relationships with others, what makes them healthy, and parts of our body that are private and how to keep our bodies safe."

Say, "Some of the things you learn in these lessons may feel new or confusing for you, especially if you haven't learned about them in school before. During class, we may say words that you don't often hear at school, or that may sound silly or make you want to laugh. But, these words are important to know to keep you safe."

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Ask students to stand up on the carpet or in their seats and show with their bodies how they are feeling about learning health lessons. Provide prompts for students such as, how might your body look if you're feeling excited, worried, curious, or another feeling?

Say, "During these next few lessons, I want you to ask questions so you can learn how to keep your body safe and healthy. In addition to me at school, I want you to think of a trusted adult you can go to when you have questions."

Ask students to share an adult they could go to if they had questions, worries, or wanted to share something excited they had learned. Allow students time to share an adult they could talk with and write on the board a list of possible trusted adults they could ask questions to at home.

(8 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.

- 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.

(15 minutes)

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STEP 3:

Say, "Because it is important to ask questions during this class, we're going to practice doing that now. I'm going to show you a video about friendship and what makes a good friend. We'll all watch together and when the video is done, everyone will have a chance to ask a question."

Show the What Makes a Good Friend video, located here:

<https://www.youtube.com/watch?v=ReMq3KX8F94>

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!"

(8 minutes)

HOMEWORK

None.