

Rights, Respect, Responsibility

A K-12 SEXUALITY EDUCATION CURRICULUM

Lesson Summaries

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Different Kinds of Families

NSES ALIGNMENT:

HR.2.CC.1 & HR.2.IC.1

HOMEWORK: Yes

TARGET GRADE: Kindergarten
Lesson 1

LESSON SUMMARY:

This lesson teaches students about different family structures/configurations as well as the importance of being respectful towards different kinds of families. Students will be able to name, as a group, three different family structures and give an example on how they can treat all families with respect. The teacher briefly discusses that today's topic is family and asks if they can explain what a family is and why we need them. Teacher reads 'The Family Book' aloud and asks students if the book reminds them of their own family and/or a family they know.

Understanding Our Bodies – The Basics

NSES ALIGNMENT:

AP.2.CC.1

HOMEWORK: None

TARGET GRADE: Kindergarten
Lesson 2

LESSON SUMMARY:

Instructors will facilitate an open discussion throughout a PowerPoint presentation introducing our basic anatomy via age-appropriate images and descriptions. This lesson will allow students to identify body parts and why it's important to understand the correct names for those parts. Teacher asks for six student volunteers and hands each a post-it note with a body part written on it. Students are directed to a body diagram and instructed to put the label next to the corresponding body part on the diagram.

My Space, Your Space

NSES ALIGNMENT:

PS.2.CC.1 & PS.2.IC.1

HOMEWORK: Yes

TARGET GRADE: Kindergarten
Lesson 3

LESSON SUMMARY:

This lesson educates students on what 'personal space' means and how to identify actions that are right from wrong. To ensure understanding students will be asked to name at least 2 ways of being touched that are okay with them and list at least 2 ways of being touched that they do not like. This lesson explains that they have the right to determine whether and how they are touched and demonstrates an understanding of how to respond to unwanted and/or inappropriate touching. Instructors will facilitate open discussion using flip-chart materials on body parts/touching and use different case scenarios to assess students understanding. Teacher reads the examples in the handout, "How Can We Help?" and ask the class what they would tell the person to do. (discussion)

Paper People

NSES ALIGNMENT: N/A

HOMEWORK: None

TARGET GRADE: Kindergarten
Supplemental Lesson

LESSON SUMMARY:

The purpose of this supplemental lesson is to explain to students that every person is different and has their own unique qualities/ characteristics which makes people special. The 'paper person' is a worksheet handout consisting of an outline of a person for students to draw/color what they think they look like, and write words that they feel makes them unique. Teachers should encourage students to share their 'paper person' with the class, identifying what makes them special and unique. This lesson is meant to show students the positive aspects of being different and how it enables us to learn from each other. Teacher invites students to come to the front of the room and share their paper people with the whole class pointing out what elements make them unique. Lastly, the teacher posts the paper people on a wall in the classroom with all of their hands holding the hand of the paper person next to them.

Star of the Week

NSES ALIGNMENT: N/A

HOMEWORK: None

TARGET GRADE: Kindergarten
Supplemental Lesson

LESSON SUMMARY:

This supplemental activity can be carried out at the beginning of every week throughout the school year. Each week a different student will be designated as 'star of the week,' and every student in the class will have their turn at some point. The overall purpose of this activity is for students to be able to identify good qualities in others and allow them to feel good about themselves based on how other people see them.

Friendships

NSES ALIGNMENT:

HR.2.CC.2 – Describe the characteristics of a friend.

HR.2.IC.2 – Identify healthy ways for friends to express feelings to each other.

HOMEWORK: Yes

TARGET GRADE: Grade 1
Lesson 1

LESSON SUMMARY:

This lesson teaches students about the importance of friendships and what it takes to be a good friend, as well as why friends count on us and how we can show our friends that we care about them. Skills on how to be a good friend are developed upon our entire lives and this lesson focuses on exemplifying ‘good friendships’ to students. By the end of this lesson students should be able to describe at least three characteristics of a friend, and be able to identify at least two healthy ways for friends to express feelings with each other. Teacher begins “Good Friend Cake” activity. As students begin giving answers, the teacher will write their answers on the board, underneath the “Good Friend Cake” and “Ingredients” headings that are already written on the board. Teacher tells students to practice healthy ways to express feelings with friends. The teacher asks for pairs of volunteers to react to different situations they may be in with a friend by giving students example scenarios.

Gender Roles

NSES ALIGNMENT:

ID.2.CC.1 & ID.2.INF.1

HOMEWORK: None

TARGET GRADE: Grade 1
Lesson 2

LESSON SUMMARY:

The overall purpose of this lesson is to show students that they are not limited to what they can and cannot do based on their gender. This lesson teaches students how to be open to activities that may be tailored towards one gender another. By the end of this lesson, students are expected to be able to name at least two ways that children of all genders are expected to behave, name at least two ways some people expect children to behave differently based on their gender, and name at least three ways that other family, friends, media, society, or culture can influence how children of different genders think they should act. Teacher reads “My Princess Boy” then asks students about how we should treat people who behave differently from what we expect.

The Circle of Life

NSES ALIGNMENT:

PR.2.CC.1

HOMEWORK: Yes (optional)

TARGET GRADE: Grade 1
Lesson 3

LESSON SUMMARY:

This lesson introduces the topic of reproduction to students. It elaborates on the difference between living things and nonliving things, and tests students understanding of reproduction by relating it to examples of “making copies,” and quizzing them on different living/nonliving things that are both able to and unable to reproduce. By the end of this lesson, students should be able to correctly define the term “reproduction,” as well as correctly differentiate between things in the world that do and do not reproduce. Teacher distributes the worksheet, “Can This Make Babies?” to each student and ask them to complete it together. Teacher then begins PowerPoint presentation. Teacher tells students they should know that living things can reproduce in a few different ways: some babies grow inside the person or animal and some babies come from laying an egg. Teacher collects worksheets from earlier and hands out optional homework assignment to be completed with a parent/guardian.

Understanding Our Bodies

NSES ALIGNMENT:

AP.2.CC.1

HOMEWORK: None

TARGET GRADE: 2nd Grade
Lesson 1

LESSON SUMMARY:

This lesson acknowledges that “there are some body parts that mostly just girls have and some parts that mostly just boys have.” The language used for this grade level is tailored to be more age-appropriate and as students grow older and continue on through advanced grade levels, the language is noticeably different out of respect for youth. By the end of this lesson, students will be able to correctly identify at least four sexual and reproductive body parts, and describe why it is important for them to know the correct names. Teacher discusses similarities and differences between people’s bodies based on their sex assigned at birth.

Bullying Is Never OK!

NSES ALIGNMENT:

PS.2.CC.2 & PS.2.CC.3

HOMEWORK: None

TARGET GRADE: Grade 2
Lesson 2

LESSON SUMMARY:

The goal of this lesson is to get students to fully grasp the fact that bullying is never a good or okay thing to take part in and what to do if students come across bullying. By the end of this lesson, students are expected to be able to fully define the words “bullying” and “teasing,” describe at least two differences between bullying and teasing, as well as two reasons why bullying and teasing are wrong to do. Teacher holds up the worksheet “Is this Bullying or Teasing?” and tells students they will see examples of different behaviors and then have to identify whether the behavior is bullying, teasing, or neither. Students are also asked to check off whether they think the behavior is ok to do or not. Teachers should now use their “Teasing or Bullying? Teacher’s Resource,” to go through each statement and ask the students whether something is teasing or bullying and whether they thought it was right or wrong.

Cut it Out! Making Teasing & Bullying Stop

NSES ALIGNMENT:

PS.2.IC.2 & PS.2.AI.2

HOMEWORK: Yes

TARGET GRADE: Grade 2
Lesson 3

LESSON SUMMARY:

This lesson takes defining the word “bully” a step further. By the end of this lesson, students will have a broader definition of what bullying is, how to identify it, and how to respond effectively if students find they are being bullied. Students will also be able to name two different adults they can go to if they are being bullied in order to make the bullying stop. It’s extremely important for students to be able to identify bullying and take action, even at this age, so that the bullying can stop and be prevented from being taken a step further. Teacher projects the photograph in the PowerPoint and asks students to tell the story of what is going on. Teacher should then ask “how do you think the boy in the front is feeling and if he doesn’t like it, what can he do to make it stop? Teacher divides the class into pairs and distributes the worksheet titled “What’s Going on Here?” Teacher uses the PowerPoint and the worksheet to go over students responses from the worksheet. Teacher asks students what steps they learned they could take if they find themselves being bullied and writes the responses on the board. Teacher distributes the homework and goes through the instructions with them as well as collects the worksheet that was completed during class.

Seeking Help

NSES ALIGNMENT:

PS.2.A1.1 & PS.2.A1.2

HOMEWORK: Yes

TARGET GRADE: Grade 2
Lesson 4

LESSON SUMMARY:

The overall purpose of this lesson is to get students to understand the concept that teasing, touching, bullying, or being forced to touch someone else is never ok and is an important sign that help needs to be called upon right away. At this age, bullying, teasing, and touching become far too common and some students may still be afraid to seek help or are unaware of the fact that they should because the situation is 100% unacceptable. By the end of this lesson, students will be able to explain that being touched or being forced to touch someone else is never a child's fault. Students will also be able to identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased. Teacher hands out a worksheet with the title "Who Would You Tell?" and completes it aloud with the students.

Respect for All

NSES ALIGNMENT:

ID.5.SM.1/HR.5.SM.1 & ID.5.ADV.1

HOMEWORK: Optional

TARGET GRADE: Grade 3
Lesson 1

LESSON SUMMARY:

This lesson demonstrates what it means to treat others with dignity and respect and shows students how they can work together to promote dignity and respect among all people. The teacher defines 'diversity' and prejudice and then conducts an activity that consists of students creating posters that show different ways a person can show dignity and respect for all people. The homework for this lesson is optional and has students create their own 'family-pride' flag which represents the students' pride in who their family is.

Teasing, Harrassment, and Bullying

NSES ALIGNMENT:

 PS.5.CC.1 & PS.5.INF.1 & PS.5.IC.1 &
 PS.5.AI.1

HOMEWORK: Yes

TARGET GRADE: Grade 3
 Lesson 2

LESSON SUMMARY:

This lesson defines teasing, harassing, and bullying through an open discussion between the teacher and students, having the teacher explain to students why these behaviors are extremely wrong by providing concrete examples. The teacher explains that sometimes students who have been exposed to bullying feel like it is a normal way to treat other people, but makes the point that it is never okay to do these things. Using the worksheet, “What to do about Teasing, Bullying, and Harassment,” the students will see different strategies listed that can be used for handling a situation where someone is being bullied, teased, or harassed, and includes ways to make them stop. Students are instructed to form a line where the teacher presents each student with an example of a bullying situation and asks for one strategy from the worksheet that could be used to handle the situation. The worksheet “Who Can I Ask for Help?,” helps students identify trusted adults they can turn to if they are being bullied, teased, or harassed, as well as how to effectively communicate how they are being treated to the trusted adult. The homework assignment encourages students to practice their learned response strategies with a parent/guardian at home and has them ask their family member/guardian for other strategies that can be used to handle a bullying situation and practice using them.

Feeling SAFE!

NSES ALIGNMENT:

PS.2.SM.1

HOMEWORK: Yes

TARGET GRADE: Grade 3
 Lesson 3

LESSON SUMMARY:

This lesson demonstrates the importance of setting personal boundaries and how to handle uncomfortable situations where their boundaries may be crossed. This is a more sensitive subject that educates using the ‘SAFE’ model which teaches students what they should do if someone is ever touching them in a way that makes them feel uncomfortable, how to seek help from a trusted adult regarding the situation, and how to clearly say NO to potentially prevent the uncomfortable touching from occurring. Teachers will use the ‘SAFE’ worksheet to openly discuss specific steps to take when they feel like someone is breaking their boundaries. The teacher will split students into pairs and read aloud example real-life scenarios where someone might be touched inappropriately and/or in an uncomfortable manner. In pairs, students will use the ‘SAFE’ worksheet to respond to the real-life scenario examples by practicing different strategies on each other. The homework assignment following this lesson asks students to write down who they would go to for help, and why.

Personal Timeline

NSES ALIGNMENT: N/A

HOMEWORK: No

TARGET GRADE: Grade 3
Supplemental Lesson

LESSON SUMMARY:

This supplemental lesson helps students understand different stages of typical human growth and development, and asks them to dig into their past in order to identify significant events in their lives at earlier stages of their development. For the activity the teacher draws a timeline on the board and lists the following stages of human development across the timeline: Infancy/Babies; Toddlers; Big children (elementary school age); Adolescents/Teens; Young Adults; Middle Age Adults; and older adults. The teacher then distributes paper and coloring utensils to each student and asks them to draw their own timeline by writing down both positive and negative events that have happened throughout their lives from the time they were born until now.

Making Sense of Puberty

NSES ALIGNMENT:

PD.5.CC.1 & PD.5.SM.1 & PD.5.CC.2 & PD.5.AI.1
& PD.5.AI.2 & PD.5.INF.1

HOMEWORK: Yes

TARGET GRADE: Grade 4
Lesson 1

LESSON SUMMARY:

Utilizing the “Teacher’s Guide: Changes of Puberty,” teachers will talk to the students about puberty and how it has to do with all the ways our bodies change to prepare us for becoming adults. The teacher will explain the physical, social, and emotional changes that happen to us throughout puberty and adolescence using the flipchart activity. This activity allows students to get a better view and understanding of how their bodies change and how to manage the physical and emotional changes that can be difficult to cope with during puberty. After splitting into groups students will be given sheets of paper with each sheet showing one of the changes of puberty, and then they will be asked to decide if the change is a physical, social, or emotional change. After openly discussing puberty changes students will complete the same activity but instead will have to come up with three suggestions for managing these different kinds of changes. At the end of the lesson the teacher will give each student the answer key with the three different types of puberty changes as well as the ‘Learning About Puberty Resources’ that they are to bring home to share with their parent/guardian and for future information if needed. Students are asked to come up with three more questions they have about puberty and who to get accurate information from.

Figuring Out Friendships

NSES ALIGNMENT:

HR.5.CC.1 & HR.5.INF.1 & HR.5.AI.1

HOMEWORK: Yes

TARGET GRADE: Grade 4
Lesson 2

LESSON SUMMARY:

This lesson teaches about the characteristics and importance of healthy relationships with family, friends, peers, or partners, and discuss the impact of positive and negative influences when it comes to relationships. Students will complete the ‘Healthy and Unhealthy Relationship Quiz’ with a partner to discuss their answers which may differ among some students. The teacher will go over and discuss the correct answers to the whole class before handing out the “Positive and Negative Influences on Relationships” worksheet, which will be completed individually and discussed as a whole. Taking it a step further, teachers will then pass out the “Trusted Adult” handout and discuss it with students altogether, asking the students if they can think of adults in their lives who they can go to for any kind of help or questions. The purpose of the “Circles of Trust” homework worksheet is to show students that they are all surrounded by adults who can offer support and help them solve problems that may be too difficult to handle on their own. Students are encouraged to discuss and share their homework with a trusted family member/guardian.

Your Body, Your Rights

NSES ALIGNMENT:

S.5.CC.2 & PS.5.AI.2

HOMEWORK: Yes

TARGET GRADE: Grade 4
Lesson 3

LESSON SUMMARY:

This lesson addresses sexual harassment and sexual abuse therefore teachers are urged to let the school counselor know that this topic will be addressed and may be sensitive for some students as it may be a trigger to come forward about themselves or someone they know being abused or harassed. Teachers should prepare for the lesson by reviewing the “What Do You Know About Sexual Abuse?” teacher’s guide so they can accurately define the terms “sexual abuse” and “sexual harassment” to students. The teacher will put students into pairs and hand out the worksheet, “What Do You Know About Sexual Abuse?” which the students will complete together. Teachers will stop students and begin going over their answers while discussing each answer and correcting incorrect answers by explanations provided in the “Teacher’s Guide.” The following activity includes dividing the class into pairs and having students imagine that a friend comes to them and tells them they’re being sexually abused and are asking for help. The pairs will take turns suggesting things they can do if they’re nervous about telling an adult and will each identify one trusted adult they could go to if they or someone they know is being sexually abused. Teachers should then instruct students to come up with five ideas on how a person could tell someone they’re being abused. The students will volunteer their answers and the teacher should display each answer on the board along with an emergency hotline number for students to write down and call if ever in need. The homework assignment is the “What We Talked About Today” worksheet, which students should complete at home with a parent/guardian.

Taking a Stand Against Bullying

NSES ALIGNMENT:

PS.5.SM.1 & PS.5.ADV.1

HOMEWORK: Yes

TARGET GRADE: Grade 4
Lesson 4

LESSON SUMMARY:

For this lesson, teachers will demonstrate effective ways in which students could handle when they or someone they know is being teased, harassed, or bullied, as well as discuss different skills for persuading others to take action if they see that someone else is being teased, harassed, or bullied. The beginning of the lesson consists of watching a YouTube video called, 'Upstanding,' which discusses the terms "upstander" and "bystander." Both terms are important for students to grasp as they represent two opposite actions an individual can choose to take if they find themselves watching someone else be bullied. After the video, teachers will discuss components of the video and ask students which four things you can do if you see someone being bullied, according to the video that was just viewed. Teachers should probe for answers such as, be a buddy; interrupt the bully; speak out; or tell someone. The next activity requires splitting students into groups of four to complete the worksheet "Our Upstander Story," where they then have to come up with a real-life scene showing upstanding behavior, which they are then going to act out in front of the class. Once all groups have gone, teachers will ask "What did all of these skits have in common?," probing for the concept that when there is an upstander in the situation, the bullying is stopped. The lesson ends by the teacher handing out the homework assignment worksheet called, "Making A Difference to Stop Bullying."

Sexual and Reproductive Anatomy

NSES ALIGNMENT:

AP.5.CC.1 & AP.5.A1.1

HOMEWORK: Yes

TARGET GRADE: Grade 5
Lesson 1

LESSON SUMMARY:

It's important to note that this lesson uses more inclusive terms related to gender identity and biological sex, which is introduced in subsequent grade levels. Teachers are encouraged to say, "Most people who have biological male reproductive parts are boys and most people who have biological female reproductive parts are girls, but sometimes people can have reproductive parts that don't match who they are." Teachers will use a PowerPoint for this lesson and distribute copies of the diagram shown on each slide to the students. As the teacher goes through the male and female reproductive diagrams, students are instructed to follow along and color in the diagrams accordingly. The lesson concludes as the teacher points to different parts shown on the slides and diagrams, and asks students to name the part and its associated function. The "Body Parts" worksheet is to be distributed at the very end of the lesson for students to take home and work on with a family member, in order to identify the function of each part and to list one source of accurate information about reproduction.

Puberty and Reproduction

NSES ALIGNMENT:

PD.5.CC.3 & PR.5.CC.1

HOMEWORK: None

TARGET GRADE: Grade 5
Lesson 2

LESSON SUMMARY:

In this lesson, teachers will describe how puberty prepares human bodies for the potential to reproduce as well as the process of human reproduction with the aid of a PowerPoint presentation. Teachers should review information learned last class while going through slides and questioning the students on what they recall. Teachers explain to students that all of the changes they experience during puberty are due to a new surge of hormones that both females and males experience, often differently. Teachers will also discuss the process of human reproduction by describing the steps needed to conceive a baby. The last activity has students create a diagram of the steps of conception in the right order for teachers to assess what they have retained from the lesson. All mistakes should be reviewed and corrected by the teacher, and then end the lesson with an open-discussion for question.

Learning About HIV

NSES ALIGNMENT:

SH.5.CC.1

HOMEWORK: None

TARGET GRADE: Grade 5
Lesson 3

LESSON SUMMARY:

This lesson is meant to define and help students identify different age-appropriate methods of HIV transmission, as well as ways to prevent it. It is helpful for students to have a basic understanding of the human immune system and how it works, and the concept of germs. The teacher should also review the teacher's resource included with this lesson to make sure to be up to date on information about HIV and AIDS. Teachers will define HIV as a virus that is transmitted through bodily fluids that weakens your immune system. Teachers will introduce communicable and noncommunicable diseases and assess the student's understanding by naming different medical problems and having the students say whether they're communicable or not. HIV is then described as "A virus – a microscopic organism – that attacks our immune system and makes it weak so it's harder for the body to fight off other infections. HIV is the virus that causes AIDS." Teachers should then distribute the handout "Facts About HIV," and have students complete it while working in pairs. Upon completion teachers will review and discuss all answers and questions students have. Teachers conclude the lesson by saying "HIV is a serious infection and it is communicable but it is also very difficult to catch. As long as we know how HIV is and is not transmitted, we can protect ourselves and be good friends, family members to people we know with HIV or AIDS."

What is Love Anyway?

NSES ALIGNMENT:

ID.5.CC.1 & ID.5.AI.1

HOMEWORK: Yes

TARGET GRADE: Grade 5
Lesson 4

LESSON SUMMARY:

This lesson defines sexual orientation. Teachers begin using an interactive activity where students are instructed to make a table and list things they like and love, describing the difference between “liking and loving” things versus people. The purpose of the activity is to get students to fully understand what makes romantic relationships different from relationships you have with your family and friends. Index cards are distributed to students to write anonymous questions they may have regarding their sexual orientation so that the teacher can answer the questions as well as create a written document of the students’ questions, which are to be shared with their parent/guardian. Teachers conclude the lesson by handing out the homework assignment “Defining Sexual Orientation,” which will assess students level of understanding sexual orientation and asks them to identify a trusted adult who they can talk to about the topic.

Being Clear With Your Friends

NSES ALIGNMENT:

HR.5.IC.1 & PS.5.IC.2

HOMEWORK: None

TARGET GRADE: Grade 5
Lesson 5

LESSON SUMMARY:

This lesson demonstrates positive ways to communicate differences of opinion while maintaining relationships as well as the importance of using refusal skills and how to walk away from a difficult and/or uncomfortable situation. Teachers will define aggressive communication, passive communication, and assertive communication to demonstrate effective and assertive communication skills when disagreeing with another person. Teachers will begin an open-discussion to teach students about different refusal skills and how to utilize them. Students are given example scenarios where they are asked what kind of refusal skill they would use in the given scenario. Following the discussion is a role-playing activity which uses the scenarios from the worksheet “Conflict Situations,” where students are then instructed to pair with a partner and act out the scene. The role playing is used to assess the student’s understanding of appropriate refusal skills and how to demonstrate assertive communication.

Change Is Good

NSES ALIGNMENT:

PD.8.CC.1 & PD.8.AI.1

HOMEWORK: Yes

TARGET GRADE: Grade 6
Lesson 1

LESSON SUMMARY:

This lesson defines the physical, emotional, cognitive and social changes of adolescence and students, in small groups, try to sort the various changes into these four categories. The teacher processes the activity providing the correct information using the teacher's guide. The homework is completed with a parent/caregiver and involves visiting specific websites to find answers to key human growth and development questions.

Gender Roles, Gender Expectations

NSES ALIGNMENT:

ID.8.CC.2

HOMEWORK: Yes

TARGET GRADE: Grade 6
Lesson 2

LESSON SUMMARY:

This lesson involves students explaining to a hypothetical alien what a "boy" and "girl" is in the US using commonly held stereotypes about gender. The teacher processes that activity specifically probing for why students think these stereotypes exist and how they impact behavior. The homework is a mini scavenger hunt looking for gender stereotypes in their own surroundings.

Understanding Boundaries

NSES ALIGNMENT:

HR.8.IC.2 & PS.8.CC.3 & PS.8.CC.4

HOMEWORK: Yes

TARGET GRADE: Grade 6
Lesson 3

LESSON SUMMARY:

This lesson starts by defining and then providing examples of personal boundaries. Students, in small groups, analyze scenarios about people not respecting other people's boundaries. The teacher then makes connections to sexual assault and rape and how consent and communicating one's boundaries are key but the person who violates a boundary is always responsible for what happened. The homework involves giving advice to two teens in different scenarios.

Communicating about a Sensitive Topic

NSES ALIGNMENT:

PR.8.IC.1

HOMEWORK: Yes**TARGET GRADE:** Grade 6

Lesson 4

LESSON SUMMARY:

This lesson defines assertive, passive and aggressive communication and provides examples of each making connections to communicating about abstaining from sex. Using a worksheet, students practice identifying types of communication and converting aggressive and passive communication into assertive communication. The homework is for the student to teach their parent/caregiver about the three types of communication and discuss the pros and cons of each together.

More Than Friends: Understanding Romantic Relationships

NSES ALIGNMENT:

HR.8.CC.3

HOMEWORK: Yes**TARGET GRADE:** Grade 6

Lesson 5

LESSON SUMMARY:

This lesson starts with a case study analyzed in trios which is then compared to a second case study for a second round of analysis. Students are comparing the differences between people who are good friends and people who are in romantic relationships reflecting on similarities and differences in those relationships. The homework involves students analyzing relationships they see in the media using a worksheet to guide their reflection.

Liking and Loving – Now and When I’m Older

NSES ALIGNMENT:

HR.8.CC.4 & PR.8.CC.1 & PR.8.CC.2

HOMEWORK: Yes**TARGET GRADE:** Grade 6

Lesson 6

LESSON SUMMARY:

This lesson starts by defining affection and having students provide examples of how people can show affection for one another. Students then split into two teams and compete to create the longest list of ways people can show affection for each other and then analyze those lists for common themes. The lesson ends by exploring the importance of making healthy choices. The homework involves student and parent/caregiver each completing their own worksheet and comparing and reflecting on their answers together.

Being a Sex Ed Sleuth

NSES ALIGNMENT:

AP.8.AI.1 & PR.8.AI.3 & PR.8.AI.1 & SH.8.AI.1

HOMEWORK: Yes

TARGET GRADE: Grade 6
Lesson 7

LESSON SUMMARY:

This lesson reviews the strategies for knowing whether a sexual health website is reliable and accurate and in small groups, students review four common online sexual health resources. Each small group then presents their findings to the whole group including whether they would recommend this website to others. The homework is visiting one of the reliable sexual health websites with a parent/caregiver and talking together about the content they find.

Everybody's Got Parts - Part 1

NSES ALIGNMENT:

AP.8.CC.1

HOMEWORK: Yes

TARGET GRADE: Grade 7
Lesson 1

LESSON SUMMARY:

This lesson reviews the anatomy of a person assigned female at birth via a worksheet completed in small groups. The teacher then reviews the correct answers using an animated online diagram. The homework is a humorous crossword puzzle involving anatomical terms and functions.

Everybody's Got Parts - Part 2

NSES ALIGNMENT:

AP.8.CC.1

HOMEWORK: Yes

TARGET GRADE: Grade 7
Lesson 2

LESSON SUMMARY:

This lesson reviews the anatomy of a person assigned male at birth via a worksheet completed in small groups. The teacher then reviews the correct answers using an animated online diagram. The homework is a humorous crossword puzzle involving anatomical terms and functions.

Reproduction Basics

NSES ALIGNMENT:

PR.8.CC.1

HOMEWORK: Yes

TARGET GRADE: Grade 7
Lesson 3

LESSON SUMMARY:

This lesson explains reproduction to students using a PowerPoint presentation and includes a teacher's resource with sample definitions and language that can be used. Students then receive cards and try to arrange themselves in the correct order of a 28-day menstrual cycle showing where sperm would need to be present in order for a pregnancy to occur as well as how methods of contraception can prevent pregnancy. The homework is watching a short video about pregnancy myths and answering questions on a worksheet.

Great Expectations: Signs and Symptoms of Pregnancy

NSES ALIGNMENT:

PR.8.CC.5 & PR.8.CC.6

HOMEWORK: Yes

TARGET GRADE: Grade 7
Lesson 4

LESSON SUMMARY:

This lesson reviews the early symptoms of pregnancy by having students match images with the symptoms on a worksheet. The teacher then reviews those symptoms using a teacher's guide and PowerPoint and introduces the concept of prenatal care. The lesson ends by inviting students to submit anonymous questions about pregnancy to be answered in a subsequent class. The homework involves students interviewing a person who has been pregnant, gave birth and became a parent in their life.

Protecting Your Health: Understanding and Preventing STDs

NSES ALIGNMENT:

 SH.8.CC.1 & SH.8.CC.2 & SH.8.CC.3/
PR.8.CC.3

HOMEWORK: Yes

TARGET GRADE: Grade 7
Lesson 5

LESSON SUMMARY:

This lesson has students, in teams, try to determine which STD their group was assigned based on clues posted around the room. Students then compare different sexual behaviors and their risk for transmitting STDs which the teacher processes using a teacher's guide. The homework assignment is to visit a website specifically about HIV/AIDS and completing a worksheet.

I Am Who I Am

NSES ALIGNMENT:

ID.8.CC.1 & ID.8.IC.1

HOMEWORK: Yes

TARGET GRADE: Grade 7
Lesson 6

LESSON SUMMARY:

This lesson defines sexual orientation and gender identity via a detailed PowerPoint and then students complete a myth vs. fact worksheet individually before comparing responses with a partner. Teachers review the worksheet using the Teacher Answer Key. The homework involves viewing a video clip and responding to questions.

Blue is For Boys, Pink is for Girls... Or Are They?

NSES ALIGNMENT:

ID.8.INF.1

HOMEWORK: Yes

TARGET GRADE: Grade 7
Lesson 7

LESSON SUMMARY:

This lesson explores gender by starting with a PowerPoint presentation of typically stereotypical items or hobbies and asks students to reflect on these stereotypes. In pairs, students then brainstorm together as many messages they received about their gender while growing up and analyze the source and reality of whether they are only allowed for one gender. The homework involves reflecting on a scenario in which the gender role stereotypes are reversed.

Making SMART Choices

NSES ALIGNMENT:

PD.8.DM.1 & PR.8.DM.1

HOMEWORK: Yes

TARGET GRADE: Grade 7
Lesson 8

LESSON SUMMARY:

This lesson teaches a decision-making model and helps students use it to think through a potential conflict in the school cafeteria. In trios, students they practice applying the model to a scenario involving a couple wanting to have sex. The teacher processes the reporting back of each scenario and then connects it to how different it was when their parents/caregivers were making these decisions and introduces the homework.

Let's Talk about Sex

NSES ALIGNMENT:

SH.8.IC.1 & PR.8.IC.2 & PR.8.DM.1

HOMEWORK: Yes

TARGET GRADE: Grade 7

Lesson 9

LESSON SUMMARY:

This lesson stresses the importance of how we communicate as much as what we communicate and introduces aggressive, passive and assertive communication styles. In small groups, students then practice creating assertive responses for a hypothetical couple communicating about a sexual situation, which is then turned into a scripted role-play. Teachers are given guidance for dealing with potential homophobia if two boys act out the sexual scenario and the homework involves analyzing communication via text.

Being the Change You Want to See in The World

NSES ALIGNMENT:

PS.8.SM.1 & PS.8.ADV.1

HOMEWORK: Yes

TARGET GRADE: Grade 7

Lesson 10

LESSON SUMMARY:

This lesson starts with a reminder about ground rules before students engage in a forced choice activity assessing their opinions about homophobia in their school. Next an anonymous activity asking students to share a name they've been called and how it made them feel transitions into the final activity conducted in trios where students brainstorm ways their school could improve when it comes to creating a safe environment for all learners. The homework is to watch three video clips about students who made a difference in their schools and communities.

Being Smart, Staying Safe Online

NSES ALIGNMENT:

HR.8.GS.1 & HR.8.SM.2 & PR.8.DM.1

HOMEWORK: Yes

TARGET GRADE: Grade 7

Lesson 11

LESSON SUMMARY:

This lesson is reprinted from Common Sense Media and involves students looking at online safety among social networking, gaming and texting/video chatting. Students watch a video and then analyze three scenarios for possible safety concerns. The homework asks students to create a poster teaching young people after strategies to stay safe online.

Creating a Safe School: Celebrating All

NSES ALIGNMENT:

ID.8.ADV.1 & ID.8.AI.1 & PS.8.SM.2

HOMEWORK: Yes

TARGET GRADE: Grade 8
Lesson 1

LESSON SUMMARY:

This lesson looks at key criteria that can make students feel safe or unsafe at school, especially those who identify as LGBTQ. Students then complete an assessment of their school's climate for LGBTQ students and family members and identify strategies the school could use to improve the climate. The homework is watching a video about Athlete Ally and looking at sports figures who identify as LGBTQ.

The World Around Me

NSES ALIGNMENT:

 PD.8.INF.1 & PR.8.INF.1 &
HR.8.INF.1 & SH.8.INF.1

HOMEWORK: Yes

TARGET GRADE: Grade 8
Lesson 2

LESSON SUMMARY:

This lesson looks at influences on decision-making by analyzing a scenario and the people who impacted their decision including parents, teachers, friends, media, etc. Students also compare the influences on different genders. The homework is a journaling activity connected to key learnings from the lesson regarding sexuality-related decisions.

Healthy or Unhealthy Relationships?

NSES ALIGNMENT:

HR.8.CC.1 & HR.8.SM.1 & HR.8.CC.2

HOMEWORK: Yes

TARGET GRADE: Grade 8
Lesson 3

LESSON SUMMARY:

This lesson has students in pairs review a hypothetical relationship and determine if they believe it's healthy or unhealthy and then post it under the corresponding sign. The teacher then processes the results and asks students who believe a relationship is unhealthy to work together to suggest ways it could become healthier. The homework involves students reflecting on three specific celebrity relationships and evaluating how healthy they believe those relationships to be.

Choose Your Words Carefully

NSES ALIGNMENT:

HR.8.IC. & HR.8.IC.3

HOMEWORK: Yes

TARGET GRADE: Grade 8
Lesson 4

LESSON SUMMARY:

This lesson reviews why it can be difficult to talk honestly about one's feelings when in relationships. Students in pairs then work to create a conversation given sample responses they can choose from and the teacher reflects on the activity and processes their responses. The homework is viewing a short video about how challenging communicating via text can be.

We Need to Talk

NSES ALIGNMENT:

SH.8.IC.1 & PR.8.IC.2

HOMEWORK: Yes

TARGET GRADE: Grade 8
Lesson 5

LESSON SUMMARY:

This lesson is about the importance of listening and communicating clearly and students rehearse those skills in pairs with a third student observing and providing feedback. Using a PowerPoint to guide the activity the teacher processes the activity and assigns the homework, which is practice using their listening and communication skills during a conversation with a parent/caregiver.

Talking Without Speaking: The Role of Texting in Relationships

NSES ALIGNMENT:

HR.8.CC.5 & HR.8.INF.2

HOMEWORK: Yes

TARGET GRADE: Grade 8
Lesson 6

LESSON SUMMARY:

This lesson explores the challenges of communicating clearly solely by text using some examples of when messages can be interpreted in different ways. Students will analyze a scenario in which a couple got into a fight based on a miscommunication via text. The homework is a worksheet designed to have students reflect on their preferences around the use of technology when communicating with a partner.

Warning Signs: Understanding Sexual Abuse and Assault

NSES ALIGNMENT:

PS.8.CC.1 & PS.8.AI.1 & PS.8.IC.1 & PS.8.CC.2

HOMEWORK: Yes

TARGET GRADE: Grade 8
Lesson 7

LESSON SUMMARY:

This lesson starts with a trigger warning and a reminder about ground rules before starting with a video clip reviewing the key facts about sexual assault and abuse. Students learn about the continuum of abuse focusing on consent, mutual consent, threats, aggression and rape. The lesson ends with another video clip looking at an abusive relationship, the warning signs and how victims can seek help and support. The homework assignment is to visit one of three sexual assault websites for teens and respond to questions about their services.

Birth Control Basics

NSES ALIGNMENT:

PR.8.CC.3 & PR.8.CC.4 & PR.8.AI.2

HOMEWORK: Yes

TARGET GRADE: Grade 8
Lesson 8

LESSON SUMMARY:

This lesson provides information about birth control commonly used by teens by breaking it into three categories – long-acting, short-acting and works right now. Students look at a fertility timeline for a typical 8th grade couple and then students play Two Truths and a Lie while sorting methods into one of the three categories. The homework assignment is to write one thing about condoms anonymously on an index card for use during the next lesson.

Using Condoms Effectively

NSES ALIGNMENT:

PR.8.SM.1 & SH.8.SM.1

HOMEWORK: Yes

TARGET GRADE: Grade 8
Lesson 9

LESSON SUMMARY:

This lesson involves students putting the steps to using a condom correctly in the correct sequence while in small groups and then the teacher demonstrating correct condom use based on their responses. The teacher then shows the internal condom and gives information about ways to reduce risk of infection and pregnancy. The homework assignment is to find examples in the media of people talking about safer sex.

STD Basics: Reducing Your Risks

NSES ALIGNMENT:

SH.8.GS.1 & SH.8.AI.2

HOMEWORK: Yes**TARGET GRADE:** Grade 8
Lesson 10**LESSON SUMMARY:**

This lesson reviews information about decision-making as it relates to preventing STDs by having students complete a worksheet on prevention and transmission. The worksheet includes a question about a personal plan to not transmit infections and in pairs, students share their responses to this question and end by watching the teacher project the STD Clinic locator website and identifying STD testing and treatment resources in their community. The homework assignment is to read a teen-written story about getting tested for STDs and responding to questions.

They Love Me...They Love Me Not

NSES ALIGNMENT:

HR.12.CC.1 & PS.12.INF. 1

HOMEWORK: Yes

TARGET GRADE: Grade 9
Lesson 1

LESSON SUMMARY:

This lesson uses a short video showing three different teen relationships and asks students to analyze each couple. In trios, students then analyze two scenarios and create advice for the characters including telling them where they can get support if they feel the relationship is abusive. The homework is listening to a youth podcast from a teen whose older sister was in an abusive relationship.

How Well Do I Communicate With Others?

NSES ALIGNMENT:

PR.12.IC.1

HOMEWORK: Yes

TARGET GRADE: Grade 9
Lesson 2

LESSON SUMMARY:

This communication lesson starts with a brief drawing activity completed by students in pairs to assess their own listening and communicating and analyze what strategies are effective or ineffective and why. In trios, students then look at a scenario with a couple trying to communicate about sexual decision-making and one student providing observations about their strategies. The homework assignment is to analyze an example of communication found in the media.

It Wasn't My Fault

NSES ALIGNMENT:

 PS.12.AI.1 & PS.12.IC.1 & PS.12.AI.2
& PS.12.CC.4

HOMEWORK: Yes

TARGET GRADE: Grade 9
Lesson 3

LESSON SUMMARY:

This lesson includes a presentation by rape survivors brought in from a community agency and includes Guides for Teachers in Selecting Guest Speakers as well as advance preparation to connect with the school counselor. Students are asked to prepare questions in advance and guidance is provided for facilitating the panel of guest speakers to maximize impact and minimize any triggering for students in the room. The homework assignment is to identify two reliable websites for young people who have experienced sexual assault.

Sexual Orientation, Behavior and Identity: How I Feel, What I Do, and Who I Am

NSES ALIGNMENT:

ID.12.CC.2

HOMEWORK: Yes

TARGET GRADE: Grade 9
Lesson 4

LESSON SUMMARY:

This lesson introduces the concept of “yellow flag” language (with accompanying Teacher’s Guide) while teasing apart one’s attractions to others, one’s behaviors and one’s self-identity. Next students complete a myth and fact worksheet and compare their answers in pairs before teachers use the Teacher’s Guide to process their responses. The homework involves identifying and reflecting on key learnings from individuals known to the student who identify as a range of different sexual orientations.

Understanding Gender

NSES ALIGNMENT:

ID.12.CC.1

HOMEWORK: Yes

TARGET GRADE: Grade 9
Lesson 5

LESSON SUMMARY:

The lesson defines gender, biological sex, differences of sexual development, cisgender, transgender and gender identity and then students brainstorm gender scripts for people assigned male at birth and people assigned female at birth. Using a paired activity to describe a picture of a person without using anything related to gender to help their partner guess the gender further reinforces the extent our society bases most things on gender. The homework involves students watching and responding to questions about a clip from the tv show “I Am Jazz”.

Decisions, Decisions

NSES ALIGNMENT:

PD.12.DM.1 & PR.12.D M.1 & SH.12.DM.1

HOMEWORK: Yes

TARGET GRADE: Grade 9
Lesson 6

LESSON SUMMARY:

This lesson has students engage in an activity to practice making decisions in rapid succession and then reflect on the factors that impacted their choices. The lesson introduces the DOGMA decision-making model with an example involving eating a donut and has students apply the model to a scenario involving a teen couple deciding about sex. The homework is to teach their parent/caregiver the DOGMA decision-making model and review a decision this adult has made using this model.

Sexual Decision Making

NSES ALIGNMENT:

PR.12.INF.1 & HR.12.CC. 2 & HR.12.IC.2 & HR.12.SM.1

HOMEWORK: Optional

TARGET GRADE: Grade 9
Lesson 7

LESSON SUMMARY:

This lesson was adapted and reprinted with permission from the Unitarian Universalist Association's Our Whole Lives Grades 7-9 curriculum and has students reflect on a handout looking at their readiness to be sexually intimate with another person as a starting activity. Then students work in small groups to create and practice a role-play that they eventually conduct for the whole class followed by the teacher processing the various characters' decisions. The lesson concludes with the teacher reinforcing the take-home points about the importance of students' clarifying their own decisions about sex so they can clearly communicate them with future partners.

Planning and Protection: Avoiding and Managing STD's

NSES ALIGNMENT:

SH.12.INF.1 & SH.12.GS. 1

HOMEWORK: Yes

TARGET GRADE: Grade 9
Lesson 8

LESSON SUMMARY:

This lesson uses a classic "don't pass it along" STD game with pre-marked index cards and three paired discussions to mimic transmission of infections. Teachers then process the activity very intentionally to produce a list of themes focused on risk reduction strategies which small groups then create a commercial about for the rest of the class. The homework involves students conducting interviews about STD testing and treatment.

What If...?

NSES ALIGNMENT:

PR.12.CC.4; PR.12.CC.5; PR.12.INF.2; PR.12.IN F.3; PR.12.AI.3; PR.12.AI.4

HOMEWORK: Yes

TARGET GRADE: Grade 9
Lesson 9

LESSON SUMMARY:

This lesson starts with a short video about unintended pregnancy and looks at specifics around pregnancy testing. Then in small groups, students brainstorm and analyze the three available options for people experiencing an unintended pregnancy namely becoming a parent, adoption and abortion. A short video on adoption concludes the lesson and students need to hunt for specific information about pregnancy on three teen sexual health websites for homework.

STD Smarts

NSES ALIGNMENT:

SH.12.CC.1; SH.12.CC.2; SH.12.AI.2

HOMEWORK: Yes

TARGET GRADE: Grade 9

Lesson 10

LESSON SUMMARY:

This lesson uses the popular game, Jeopardy, to review key sexual health content related to STDs including testing, symptoms, risk behaviors and accessing treatment. The exit slip has students reflect on two new facts about STDs they learned and the homework is to analyze two different sources of information about STDs for teens, one that is misleading and one that is accurate.

Creating Condom Confidence

NSES ALIGNMENT:

PR.12.SM.1 & SH.12.SM. 2

HOMEWORK: Yes

TARGET GRADE: Grade 9

Lesson 11

LESSON SUMMARY:

This lesson has students review the steps to using condoms correctly by the teacher modeling how to use condoms correctly. Then students practice placing a condom on a penis model or banana in pairs using an 11-step process and rating each other about ability to use each step and in the correct order. The homework is to go to a store to try and buy condoms and reflects on the experience and reaction from store employees, if any.

Rights, Respect, Responsibility: Don't Have Sex Without Them

NSES ALIGNMENT:

HR.12.CC.3; HR.12.INF. 2; PS.12.CC.3

HOMEWORK: Yes

TARGET GRADE: Grade 10

Lesson 1

LESSON SUMMARY:

This lesson uses two video clips to examine the issue of consent including one with a Consent Bot that examines how consent should and should not look in different situations. In pairs, students then create a role-play about one of five different scenarios involving two partners needing to communicate about consent. Those role-plays are performed and analyzed by the class and the homework involves students reflecting on different personal situations in which they were asking for or asked to give consent.

Know Your Options

NSES ALIGNMENT:

PR.12.CC.1 & PR.12.CC.2

HOMEWORK: None

TARGET GRADE: Grade 10
Lesson 2

LESSON SUMMARY:

This lesson has students brainstorm all of the factors that might contribute to a teen's use of contraception and then, in small groups, use a hypothetical teen and enter in their personal information to a website that will recommend the most effective forms of contraception based on their lifestyle. Next each group is given a "wrench" that may get in the way of their character using contraception and they need to brainstorm how to overcome that wrench. A teacher's guide to processing the character worksheets and "wrenches" is also included.

We All Have Rights

NSES ALIGNMENT:

PR.12.CC.3 & SH.12.CC.3

HOMEWORK: Optional

TARGET GRADE: Grade 10
Lesson 3

LESSON SUMMARY:

This lesson begins with a quiz to assess students' understanding of youth sexual health rights and then continues with an in-depth scenario about a youth who becomes pregnancy unintentionally. Students examine the actions of each character in the scenario and discuss their impacts on the outcome. The optional homework is a list of questions about minor's rights in their state with specific websites where they can find the answers. A teacher's guide to the initial assessment is also included.

Let Me Tell You

NSES ALIGNMENT:

SH.12.INF.1 & SH.12.IC.1

HOMEWORK: Yes

TARGET GRADE: Grade 10
Lesson 4

LESSON SUMMARY:

In this lesson students reflect on their own communication style through an activity looking at bringing up difficult subjects or not. Then students create role-plays that involve communicating about STDs when couples are involved romantically. The homework asks students to research STD testing options in their community via a worksheet.

Using Technology Respectfully and Responsibly

NSES ALIGNMENT:

HR.12.CC.4 & HR.12.SM.2

HOMEWORK: Yes

TARGET GRADE: Grade 10
Lesson 5

LESSON SUMMARY:

This lesson reviews information about sexting and laws across the US. Students then analyze three scenarios and create advice for the characters based on their understanding of sexting laws. The homework activity involves a worksheet to track sharing information about sexting with four friends.

Our Space, Safe Space

NSES ALIGNMENT:

ID.12.SM.1; ID.12.ADV.1; PS.12.ADV.1

HOMEWORK: Yes

TARGET GRADE: Grade 10
Lesson 6

LESSON SUMMARY:

This lesson explains what lobbying is and has students prepare to lobby their principal for a new school mascot in teams. Students use the information about an effective lobbying campaign to create a sample request of their principal to improve the school climate for students who are LGBTQ. The homework assignment is on the last two Power-Point slides associated with the lesson and involves group projects and research.

Trust it or Trash It? Finding Accurate Sex Ed Info

NSES ALIGNMENT:

PR.12.AI.1 & PR.12.AI.2

HOMEWORK: None

TARGET GRADE: Grade 10
Lesson 7

LESSON SUMMARY:

This lesson helps students understand criteria by which a website would be considered accurate and reliable and then in small groups, assess one of 8 common teen sexual health website using that same criteria. Once groups have completed their assessment, each small group reports back including their opinion about whether the website should be “trusted” or “trashed” when it comes to youth sexual health.

How Do You See Me?

NSES ALIGNMENT:

PD.12.INF.1

HOMEWORK: None

TARGET GRADE: Grade 11
Lesson 1

LESSON SUMMARY:

This powerful lesson examines the preconceived notions students have about various categories of people by using an activity involving stereotypes and reflection. Through large group discussion, students then look at the connection between negative self-image and sexual decision making and end with creating an affirming message for students who might not feel confident about who they are.

My Boundaries

NSES ALIGNMENT:

HR.12.IC.2 & HR.12.SM.1

HOMEWORK: None

TARGET GRADE: Grade 11
Lesson 2

LESSON SUMMARY:

This lesson starts by defining boundaries and then students anonymously complete a worksheet rating their own comfort engaging in a variety of activities that might or might not cross people's personal boundaries. Then the worksheets are collected, shuffled and redistributed so that students represent another student's opinions when the activity is processed. Then students pair up and look at different responses to the same question and problem-solve how two people might rectify that situation if they were friends or dating with a particular focus on consent.

Is It Abuse If...?

NSES ALIGNMENT:

HR.12.IC.1; PS.12.CC.1; & PS.12.IC.2

HOMEWORK: None

TARGET GRADE: Grade 11
Lesson 3

LESSON SUMMARY:

This lesson defines five different types of abuse and then students brainstorm behaviors that could be classified as fitting in each category. Students then individually complete a worksheet looking at seven scenarios and determining whether it is abuse or not. The lesson ends with a short video that focuses on getting support for people who are experiencing any kind of abuse.

Wanted: Qualified Parent

NSES ALIGNMENT:

PR.12.DM.2

HOMEWORK: None
TARGET GRADE: Grade 11
Lesson 4

LESSON SUMMARY:

This lesson has students create a classified ad for the important qualities of being a good parent. Then, in small groups, students are to imagine working for an adoption agency and given a variety of parent applicants from whom they need to determine who will be granted the right to adopt a current available child. Particular attention is paid to how difficult parenting is for people of any age and that all parents need our support, especially young parents and young families.

Gender and Sexual Orientation: Understanding the Difference

NSES ALIGNMENT:

ID.12.CC.1 & ID.12.INF.1

HOMEWORK: None
TARGET GRADE: Grade 11
Lesson 5

LESSON SUMMARY:

This lesson defines sexual orientation, biological sex, gender and gender identity and then students engage in a brainstorming activity comparing the pros and cons of being any gender or sexual orientation. Processing of the activity focuses on how everyone has more in common than we do differences.

What are My Reproductive Rights?

NSES ALIGNMENT:

PR.12.CC.6

HOMEWORK: None
TARGET GRADE: Grade 12
Lesson 1

LESSON SUMMARY:

This lesson involves six scenarios, which are each assigned to a small group, in which students need access to the internet to research the answers to minors' rights in their state. Then each group presents their findings and time is spent discussing each. Topics covered include minors' rights to abortion, pregnant students being excluded from PE class and establishing paternity and a list of recommended websites is included to guide student research.

My Life, My Decisions

NSES ALIGNMENT:
PD.12.CC.1 & PR.12.INF.1
HOMEWORK: None

TARGET GRADE: Grade 12
Lesson 2

LESSON SUMMARY:

In this lesson students complete a worksheet to determine who they would share personal information about their sex life with and why. In pairs, students then reflect on how they decided who they would share the information with versus their results. This criteria is then utilized to review a PowerPoint that looks at a variety of decisions young people are faced with.

Sexual Rights: Who Decides?

NSES ALIGNMENT:
PS.12.CC.2 & PS.12.INF.2
HOMEWORK: None

TARGET GRADE: Grade 12
Lesson 3

LESSON SUMMARY:

This lesson mimics the real life scenario of a senior having sex with a first year student as part of a “game” and being found guilty of rape by assigning roles and having a mock trial. Students are given a wide range of roles and there is extensive guidance for the teacher about how to process the activity effectively. A resource list of support services for those who have survived sexual assault is distributed to end the lesson.

Getting Savvy About STD Testing

NSES ALIGNMENT:
SH.12.SM.1 & SH.12.ADV.1
HOMEWORK: None

TARGET GRADE: Grade 12
Lesson 4

LESSON SUMMARY:

This lesson starts with a zombie PSA showing the importance of STD testing and has student brainstorm all of the reasons why a young person might choose to get tested or choose not to get tested for infections. In small groups, students then come up with a reason that might work to convince someone who did not want to get tested for STDs to go ahead and get tested, to identify an STD testing location in their community using a website and those results are shared with the large group. The lesson ends with a short video about the importance of youth-friendly health care to ensure a positive experience for youth seeking sexual health care.

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

NSES ALIGNMENT:

HR.12.INF.1 & HR.12.AI.1

HOMEWORK: None

TARGET GRADE: Grade 12
Lesson 5

LESSON SUMMARY:

This lesson uses a PowerPoint and two short commercials to showcase how sexually explicit media is used to sell all kinds of products. A legal definition of pornography is provided and then students in small groups reflect on a variety of magazine covers presented in the PowerPoint and its impact on women, men and people who are transgender. The lesson ends with discussion on how people's perceptions of sexuality based on the media's portrayal may impact their feelings and beliefs about their own body and relationships.

The Pleasure Principle

NSES ALIGNMENT:

AP.12.CC.1

HOMEWORK: N/A

TARGET GRADE: Grade 12
Lesson 5

LESSON SUMMARY:

This lesson on the sexual response cycle has not been released yet due to the sensitive topic area. It is currently being piloted with a range of youth.