

SESSION EIGHT: Application, Practice, and Resources



LEARNING OBJECTIVES

By the end of this session, teachers will be able to:

1. Review, prepare and deliver a sexuality education lesson.
2. Provide constructive feedback to colleagues' delivery of lesson plans.
3. Identify two professional development needs and locate resources to support their teaching of sexuality education.


ACTIVITIES


Activity 1 Teach Backs with Peer Review

Activity 2 Professional Development Needs and Resources

Activity 1: Teach Backs with Peer Review

 **TOTAL TIME REQUIRED**
3 hours 30 minutes

 **MATERIALS NEEDED**
✓ Materials to facilitate teachers' delivery of the lesson plans, as noted in the plans themselves (for example, tape, markers, flip charts, etc.) Trainers will need to review the lesson plans prior to this session to ensure that teachers have the materials they need, which will depend on the number of teachers and number of times any given lesson is being delivered.

 **RESOURCES NEEDED**
✓ Multiple copies of the following lesson plans so that each teacher receives one lesson and so that all lessons are used:

1. Increasing Awareness of Child Marriage
2. Correct and Consistent Condom Use
3. Managing Peer Pressure
4. Sexual Choices and Relationships
5. Deciding Whether to Have Sex
6. Healthy Relationships

 **RESOURCES NEEDED (CONTINUED)**

7. Navigating Relationships
8. Taking Care of Your Sexual Health

 **LEARNING OBJECTIVES**

By the end of this session, teachers will be able to:

1. Review, prepare, and deliver a sexuality education lesson.
2. Provide constructive feedback to colleagues' delivery of lesson plans.

INSTRUCTIONS

1. Explain that the next step in the training will be to apply what everyone has been learning and observing by reviewing, preparing, and delivering a sexuality education lesson that will be provided to them.
2. Remind teachers about core competencies gained thus far and distribute lesson plans so that each teacher receives one lesson.
3. Indicate that the lesson plans cover additional core sexuality education topics and so not only will they be practicing teaching sexuality education but also learning from each other. List out the lesson plans as follows:
 1. Increasing Awareness of Child Marriage
 2. Correct and Consistent Condom Use
 3. Managing Peer Pressure
 4. Sexual Choices and Relationships
 5. Deciding Whether to Have Sex
 6. Healthy Relationships
 7. Navigating Relationships
 8. Taking Care of Your Sexual Health

Activity 1: Teach Backs with Peer Review

INSTRUCTIONS (CONTINUED)

4. Divide teachers into groups of four and distribute the lesson plans. Depending on the number of teachers you have, the same lessons might be taught in multiple groups.
5. Note that teachers will each have 30 minutes to review and prepare their lesson and 30 minutes to deliver it within their group of four by taking turns in a round robin fashion. After each lesson is delivered, fellow teachers are to take 5 minutes to provide feedback to their colleague, using the Stepping Out questions as a guide, before moving onto the next lesson.
6. Let teachers know that as the lessons would normally take longer to deliver than 30 minutes and would likely be done with more than four people, they will need to make adjustments accordingly to stay within the time frame.
7. Once all groups have completed their lessons, ask teachers:
 - ✓ How did it feel to prepare and deliver your lesson? How did it feel to participate as a learner?
 - ✓ What were some activities or techniques that you applied that we have discussed so far?
 - ✓ What worked well and not so well either in your lesson or the other lessons?
 - ✓ How might this practice impact your lesson planning and delivery in the classroom?
8. Conclude by noting that purposefully designing your lesson, applying new techniques to strengthen delivery of the lesson, and benefiting from peer review and support do not have to end here with the training but should continue as you work to effectively deliver sexuality education.

Lesson Plan – Increasing Awareness of Child Marriage

TOPIC: Increasing Awareness of Child Marriage	TARGET-AGE RANGE: 12–15	TIME: 45 minutes
SUBJECT: Life Skills		
IDEAL NUMBER OF LEARNERS: 40		
WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON? <ul style="list-style-type: none"> • If possible, review Ending Child Marriage in Africa—A Brief by Girls Not Brides to make sure you are familiar with the latest facts about child marriage. If you have access to your country's statistics about child marriage you can add in that information when discussing the answers to the quiz. • Review your country's legal frameworks for information about the legal age of marriage." Be prepared to share this information with the learners. • Hang the True and False signs on opposing walls in your classroom. 		
LEARNING OUTCOMES: By the end of this lesson learners will be able to: <ol style="list-style-type: none"> 1) State at least three facts about child marriage. [knowledge] 2) Convey a core message about the impact of child marriage. [attitude] 		
LIFE SKILLS DEMONSTRATED IN THIS LESSON: <ol style="list-style-type: none"> 1) Think critically about the issue of child marriage. 		
RESOURCE MATERIALS FOR TEACHER: <ul style="list-style-type: none"> • Ending Child Marriage in Africa—A Brief by Girls Not Brides, accessible here: http://www.girlsnotbrides.org/wp-content/uploads/2015/02/Child-marriage-in-Africa-A-brief-by-Girls-Not-Brides.pdf • True or False Quiz about Child Marriage – Teacher Guide • Two signs on 8.5 x 11 paper—One piece with “True” written on it and one with “False” written on it 		
MATERIALS FOR LEARNER: <ul style="list-style-type: none"> • None 		

Lesson Plan – Increasing Awareness of Child Marriage

This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 1 – Relationships, Learning Objective 1.4 – Long-term Commitments, Marriage, and Parenting

PROCEDURE:

Step 1)

Introduce the concept of child marriage by asking the learners, “Can anyone share with the group what you know about child marriage?” Take a few responses from volunteers and make sure to add the following if the learners did not offer it. “Child marriage is when adolescents under the age of 18, and sometimes as young as 8 or 9, are married to adults, generally without their consent. Child marriage can happen to both boys and girls, but often it impacts girls much more than boys. Child marriage happens all over the world, including many countries here in sub-Saharan Africa. Today’s lesson will help us understand the issue of child marriage more and then use our new knowledge to help raise awareness among others in our families and communities.” Next explain that forced marriage is a little bit different and is defined as, “Forced marriage is when a marriage takes place without the consent of the individuals getting married, where pressure or abuse is used to ‘force’ one or both people to marry against their will. A forced marriage can happen to anyone; of any gender, of any age and is a form of violence.”

Step 2) 5 minutes for Steps 1 & 2

Explain to students, “Now we’ll take a short quiz to figure out what you already know about child marriage and add in some new information. I will be reading some statements and I want you to decide for yourself whether you think that statement is True or False. If you believe the statement is true, you move to the side of the room where the “True” sign is hanging. Or if you think the statement is false, you move to the other side of the room where the “False” sign is hanging. It is okay to guess since a lot of this information may be new to you or may have changed in the last few years. Are there any questions?” If there are no questions, instruct students to stand up and begin by reading the first statement on the True or False Quiz about Child Marriage – Teacher Guide.

Step 3) 20 minutes

Once students have moved to the sign that represents their belief, have students talk quickly with others who are on the same side about why they believe that statement is either True or False. Then gather the class’s attention and ask the following questions:

- Why do you think that statement is true?
- Why do you think that statement is false?
- The correct answer is (and fill in the answer and key facts from the Teacher Guide).

Continue with the same process using statements 2–5 as time allows. Then have learners return to their seats.

Step 4) 5 minutes

Once learners have settled back in their seats, ask the following processing questions:

- What did you learn about child marriage from that activity?
- How do you feel about child marriage now knowing this new information?
- Do others in your family and community know about child marriage? Why or why not?



Lesson Plan – Increasing Awareness of Child Marriage

PROCEDURE (CONTINUED):

Step 5) 10 minutes

Explain by stating the following, “Child marriage is an issue that more people need to know about given the impact on adolescents and their children. Next you are going to turn to the person next to you and share what you would say if you were to tell others in your community about child marriage. Make sure you share some correct facts about child marriage and communicate these facts in a way that will grab the attention of others.”

Ask the learners to pair up with someone else and give them 5–10 minutes to each share their message with each other.

Step 6) 5 minutes

Close the lesson by asking the following questions:

- What was it like to share a message with someone else about child marriage?
- What did you notice about what you said and what your partner said?
- What information about child marriage do you find most easy to remember?
- Now that you know more about child marriage, who do you think you might share this information with and why?
- What could someone do if they were worried about this happening to them?

KEY MESSAGES OF LESSON:

- 1) Child marriage has damaging impacts on girls’ health and well-being.
- 2) Child marriage is more common in sub-Saharan Africa than most think.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- Teachers can have learners write down the core message that they shared about child marriage and submit them for assessment of the learning objectives.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

POSSIBLE ADAPTATIONS:

- 1) Large class size—If the class size is too large to allow moving around the classroom during the True/False activity, the teacher can have learners raise their hands for True and keep their hands in their laps to indicate False. This still allows the learners to guess the answers but does not require movement.
- 2) Limited materials/technology—None

SOURCE: Nora Gelperin, M.Ed., Director of Sexuality Education and Training, Advocates for Youth, 2014 and Child Marriage in Africa – A Brief by Girls Not Brides, 2014



True or False Quiz About Child Marriage – Teacher Guide

Directions: Teachers should read each statement aloud to their learners. Ask learners to decide whether they believe the statement is true or false. Then the teacher should share the correct answer and the following key messages about each statement written below.

1) In sub-Saharan Africa, 40% of women are married as children. TRUE

Key Points:

- All African countries are faced with child marriage.
- In East and Southern Africa, child marriage affects 37% of girls.
- Some girls as young as 8–9 are forced to marry adult men by their family.

2) Child marriage occurs when a girl falls in love very young. FALSE

Key Points:

- Families in extreme poverty feel that child marriage will reduce their expenses and/or provide them some income from a bride price.
- For some families, they are following tradition.
- Sometimes marriage for young girls is perceived by the family as a way to ensure their safety from physical or sexual assault.

3) Girls who are forced to marry young often have children very young and most can not continue with their schooling as a result. TRUE

Key Points:

- Many girls become pregnant soon after they are married, even though their bodies are not mature enough to have a baby safely.
- Many girls drop out of school to care for children or do household chores.
- Some girls who are married young never get the opportunity to attend school even before they are married.

4) Girls who give birth before the age of 15 generally don't have problems during childbirth. FALSE

Key Points:

- Girls' bodies are not mature enough to have a safe pregnancy and delivery and there are often very serious consequences.
- Girls who give birth under the age of 15 are five times more likely to die in childbirth than girls who give birth in their 20s.

5) Girls who are forced to marry young often have an equal say in the relationship. FALSE

Key Points:

- Girls who marry very young are more likely to be beaten and forced to have sex by their husbands than girls who marry later in life.
- Girls who marry young are not able to insist their husbands use protection, like condoms, and are therefore at greater risk for getting HIV and other STIs, in addition to pregnancy.



Lesson Plan – Correct and Consistent Condom Use

TOPIC: Correct and Consistent Condom Use	TARGET-AGE RANGE: 12–18	TIME: 45 minutes
SUBJECT: Life Skills		
IDEAL NUMBER OF LEARNERS: 40		
WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON? <ul style="list-style-type: none"> Find out if the female condom is available locally and where. Review the information about male and female condoms from a reliable source. Review the Correct Steps in External or Male Condom Use – Teacher Answer Key. Review the Teacher’s Resource about Condoms. Prepare one set of 10 pieces of paper for steps on external or male condom use (see “Correct Steps in Condom Use – Teacher Answer Key”). 		
LEARNING OUTCOMES: By the end of this lesson learners will be able to: <ol style="list-style-type: none"> Describe at least three obstacles to condom use and how these obstacles can be addressed. [knowledge] Describe correct steps for the use of a male, latex condom. [knowledge] 		
LIFE SKILLS DEMONSTRATED IN THIS LESSON: <ol style="list-style-type: none"> Critical thinking skills Decision-making skills Negotiation skills Communication skills 		
RESOURCE MATERIALS FOR TEACHER: <ul style="list-style-type: none"> Chalkboard and chalk Correct Steps in External or Male Condom Use – Teacher Answer Key Teacher’s Resource about Condoms 10 prepared pieces of paper for steps for the use of the male condom If appropriate, sample male and female condoms for demonstration purposes 		
MATERIALS FOR LEARNER: <ul style="list-style-type: none"> None 		



Lesson Plan – Correct and Consistent Condom Use

This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 6 – Sexual and Reproductive Health; 6.1 – Pregnancy Prevention

PROCEDURE:

Step 1)

Introduce the concept by explaining the following, “Today we will be discussing condom use and how to use condoms consistently and correctly.” Ask the following questions and write down learners’ responses on the chalkboard:

“What do you know about condoms?”

“Why is it important to know about condoms?”

Step 2) 5 minutes for Steps 1 & 2

Introduce the topic by explaining, “One of the reasons that people don’t use a condom is that they do not know how to use one. That is not a good reason to end up with a serious health problem, so we are now going to learn the proper way to use a male condom. Being old enough to learn how to use a condom does NOT mean you are ready to have sex, but it is better to know how to use a condom BEFORE you need it, not after you have sex, when it’s too late. When using condoms, you can take some steps well ahead of time, that is, before you are in an intimate situation. Some steps you can take when you are already in an intimate situation but immediately before sex actually takes place. You should know what to do regarding condom use before, during, and after sex.” **[Teacher’s Note: On the board, create four columns and write “well ahead of time,” “immediately before,” “during sex,” and “after sex,” at the top of each column.]**

Step 3) 5 minutes

Explain the activity by saying, “I have broken down all the steps involved in correct use of a male condom and put each step on 10 separate pieces of paper. I will hand out these papers to some volunteers. Each volunteer should work with one or two learners seated near them to figure out which column the step goes in.” Point out the four columns on the board. Go on to explain, “The first column will include steps that should be carried out well ahead of time. The next column will show the steps to be carried out immediately before sex. The third column will include steps that may be involved during sex. The fourth column will display steps to be taken after sex. Within the columns, try to put each step in order as well. You have five minutes.”

Step 4) 10 minutes

Stop the process after five minutes and bring the whole group together. Review each of the four columns together with the learners ensuring the steps are in the correct order as indicated on the Correct Steps in External or Male Condom Use – Teacher Answer Key. Make sure to rearrange any steps that were in the wrong column or within a column, in the wrong sequence.

Once each of the 10 steps is in the correct column, go on to tell students about the female condom by saying, “In addition to a condom worn on a penis, there is also a condom that can be worn inside the vagina. **[Teacher’s Note: If you are able to show a female condom, this is a great time to display it for your students to see.]** This condom is inserted into the vagina before sex with a partner and captures the semen inside the condom so it does not get into the body. The condom should be removed after sex and thrown away. The female condom, like the male condom, should only be used one time and can be obtained from some of the same places where male condoms are available.”



Lesson Plan – Correct and Consistent Condom Use

PROCEDURE (CONTINUED):

Step 5) 5 minutes

Next brainstorm with learners five reasons why some young people don't use condoms each time they have sex. Ask whether these reasons are different if you are male or female and why. Write these reasons or barriers on the chalkboard as your learners brainstorm the first five that come to mind. The list might include barriers such as:

- Embarrassed to talk about or buy condoms
- Believe it is boys' responsibility to bring condoms or that "good girls" don't carry condoms
- Can't afford to buy condoms
- Don't think they are at risk for pregnancy or STIs
- Don't think sex will feel as good with a condom

[Teacher's Note: If you are doing this lesson with very young learners, you will need to help them brainstorm these responses since they are likely to be too young to know why young people may not use condoms.]

Step 6) 10 minutes

Have learners form pairs with someone seated near them and have each pair select one of the five barriers from the chalkboard to work with. Explain the directions by saying, "You and your partner will come up with one way that young people could overcome that barrier to using condoms. For example, if you select "can't afford condoms" as your barrier, you and your partner might suggest that a young person could either borrow money or find a youth center that gives away condoms for free. So first select the barrier you want to work with from the list on the chalkboard and then come up with a way that a young person could overcome that barrier." Give learners a few minutes to complete the task. *[Teacher's Note: If learners come up with a lot of myths about condom use instead of barriers to their use, use the Teacher's Resource about Condoms to refute those myths as needed.]*

Step 7)

When most pairs seem to be done, gather the attention of learners and ask for three volunteers to share the barrier they chose and what ideas they had for ways young people could overcome those barriers. Write the suggestions on the chalkboard. The suggestions for overcoming common barriers might include:

- Good communication between partners
- Knowing how to use a condom and where to get them
- Understanding the risks of unprotected sex (how you get pregnant and how you can acquire STIs, including HIV)

Step 8) 10 minutes for Steps 7 & 8

As a closure to this lesson, ask the following question and try to bring in gender perspectives:

- Who is responsible for condom use?

End the lesson by saying, "It is critical and in fact it is your right as young people to know how to use condoms consistently and correctly and how to anticipate potential barriers to condom use and ways to overcome those barriers. This information protects health and saves lives."



Lesson Plan – Correct and Consistent Condom Use

KEY MESSAGES OF LESSON:

- 1) The consistent and correct use of condoms is an important strategy to protect oneself and one's partner from unintended pregnancy and STIs, including HIV. Male and female condoms are currently the only method that provides dual protection (protection against pregnancy and STIs, including HIV). It is also possible to use a male or female condom with another method of contraception to maximize protection, such as the pill or injectables.
- 2) There are many steps to using condoms correctly.
- 3) While there are challenges to using condoms, it's possible to anticipate these and identify solutions.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON

- Teachers can ask learners to write down one barrier and one solution to using condoms correctly and consistently and submit for assessment of the learning objectives.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

POSSIBLE ADAPTATIONS:

- 1) Large class size—Teachers can conduct the activity on identifying solutions to barriers in small groups instead of pairs or as a whole class.
- 2) Limited materials/technology—None

Adapted from: *It's All One*, Activity 47 – Gender and Condom Use, pages 150–155, Copyright © 2009 The Population Council, Inc. Revised first edition, printed 2011 and Source: NHS Choices - <http://www.nhs.uk/Livewell/teenboys/Pages/Condoms.aspx>



Correct Steps in External or Male Condom Use – Teacher Answer Key

Note to Teachers: Prepare 10 pieces of paper and write one step from the list below on each piece. DO NOT INCLUDE THE STEP NUMBER, as those are shown just for your reference in the answer key guide and will make the activity too easy for learners. Remember that steps 1–3 in the “Well Ahead of Time” column are all flexible in terms of sequence.

Well Ahead of Time Column

1. Buy condoms (and lubricant) or find a health center or community-based organization that gives them away for free.
2. Check the expiration date of the condom and be sure the date has not passed.
3. Practice putting on a condom—on the penis, or your hand, or if available, a banana—so that you are comfortable using one later.

Immediately Before Sex Column

4. Open the condom gently, being careful not to rip it (don’t use teeth!)
5. When the penis is erect, squeeze the tip of the condom and place it over the head of the penis with one hand while you unroll the condom over the length of the penis with the other hand. Make sure penis is covered completely.
6. If having vaginal sex, ensure that the vagina is lubricated or if having anal sex, that the anus is lubricated so that the condom will not break or tear. Use additional lubricant as needed, but never use oil-based lubricant, as it will cause the condom to break.

During Sex Column

7. If the condom breaks during sex, the male should pull out immediately and the couple should consider using emergency contraception to prevent pregnancy.
8. After ejaculation, while the penis is still erect, hold onto the condom at the base of the penis and pull out of partner’s body.

Immediately After Sex Column

9. Turn away from partner’s body and carefully remove condom from the penis without spilling any semen that may be inside the condom.
10. Dispose of the condom as you would do for other trash (do not flush down a toilet). Never re-use a condom.



Teacher's Resource About Condoms

Below is a list of common myths about condoms and the factual information to dispel the myth. The following publication from UNFPA might also be helpful:

https://www.unfpa.org/sites/default/files/pub-pdf/myths_condoms.pdf

MYTH: It's safer if you use two condoms.

TRUTH: Whether it's two male condoms or a male and female condom, using two condoms is not better than one as they are more likely to break. Only use one condom at a time.

MYTH: Condoms break easily.

TRUTH: No they don't. To avoid a condom breaking, you need to put it on carefully and make sure there's no air bubble at the end. Be careful of sharp nails, jewelry or teeth. If the condom won't roll down, it's the wrong way round. Throw this condom away and start again with a new one as there could be semen on the tip of the previous condom.

If a condom breaks and you're not using any other contraception, go to a health center as soon as possible and ask about emergency contraception. You may also need to get tested for sexually transmitted infections (STIs), including HIV.

MYTH: Condoms are the only type of contraception I need to think about.

TRUTH: No they're not. Condoms can provide protection from STIs and unplanned pregnancy. But to get the best protection, it's better if you and your partner use a condom and another form of contraception. There are lots of different types of contraception, including the implant, injectables, the copper IUD coil, or the pill. It's worth exploring all options.

MYTH: You need extra lube. Vaseline is good.

TRUTH: No it's not. A bit of extra lubrication is good but don't use anything with oil in it as it can dissolve the condom. That includes baby oil, Vaseline and hand cream. Lipstick has oil in it too. Use a water-based lubricant, such as KY jelly from a pharmacy or supermarket.

MYTH: Condoms make me less sensitive.

TRUTH: Using a condom doesn't have to spoil the moment. They can make some men last longer before they come, which is good news for both partners. There are lots of different sizes, shapes, colors, textures and flavors of condoms, so enjoy finding the one that suits you both best.

MYTH: Condoms cut off my circulation.

TRUTH: No they don't. A condom can stretch to 18 inches round. There are many different shapes and sizes that you can try.

MYTH: My girlfriend is on the pill, so we don't need condoms.

TRUTH: Yes you do. The pill does not protect you or your partner from STIs, including HIV. Also, if your girlfriend forgets to take a pill, has been sick or has been using antibiotics, the effectiveness of the pill is lower and she could still get pregnant.



Teacher's Resource About Condoms

MYTH: If I ask to use a condom, my partner will think less of me.

TRUTH: Insisting that you use a condom suggests that you know how to take care of yourself and shows that you know what you want, which can be very sexy.

MYTH: You don't need a condom if you're having oral sex.

TRUTH: Actually, HPV, gonorrhea, chlamydia, herpes, and HIV can be passed on by oral sex. You can protect yourself with a condom (worn on the penis for a male receiving oral sex or cut into a sheet for a female receiving oral sex).

MYTH: As a young person, you aren't allowed to get condoms.

TRUTH: Young people can usually get condoms from peer educators, community health workers, health centers, pharmacies, stores, or community-based organizations.

MYTH: I don't need a condom because my partner seems healthy.

TRUTH: The way someone looks is no indicator of whether they have an STI, including HIV. A person may look healthy and still have an STI, including HIV. Lots of STIs don't have any symptoms, so you could infect each other without even knowing it.

MYTH: All condoms provide the same level of safety.

TRUTH: Not necessarily—while most condoms are very effective, it's important to use them correctly and consistently. Condoms need to be stored properly and not be expired to be used correctly. Also, there are some novelty condoms for sale that are made for fun, such as glow in the dark condoms, that don't provide protection from pregnancy and STIs. Choose condoms that are from a well-known brand or source and check the expiration date before use.

Source: NHS Choices - <http://www.nhs.uk/Livewell/teenboys/Pages/Condoms.asp>



Lesson Plan – Managing Peer Pressure

TOPIC: Managing Peer Pressure	TARGET-AGE RANGE: 9–15	TIME: 45 minutes
SUBJECT: Life Skills		
IDEAL NUMBER OF LEARNERS: 40		
WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON? <ul style="list-style-type: none"> • Prepare two pieces of flip chart paper with "Advantages" and "Disadvantages" written at the top of each, respectively. 		
LEARNING OUTCOMES: By the end of this lesson learners will be able to: <ol style="list-style-type: none"> 1) To discuss the importance of belonging to a group. [knowledge] 2) To look at the benefits and disadvantages of belonging to a group. [knowledge] 3) To identify and rank peer pressure coping strategies. [knowledge] 		
LIFE SKILLS DEMONSTRATED IN THIS LESSON: <ol style="list-style-type: none"> 1) Critical thinking about the need to belong to a group or not. 2) Critical thinking about strategies to manage peer pressure. 		
RESOURCE MATERIALS FOR TEACHER: <ul style="list-style-type: none"> • Two sheets of prepared flip chart paper 		
MATERIALS FOR LEARNER: <ul style="list-style-type: none"> • None 		

Lesson Plan – Managing Peer Pressure

This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 2 – Values, Attitudes, and Skills, Learning Objective 2.2 – Norms and Peer Influence on Sexual Behavior

PROCEDURE :

Step 1) 5 minutes

Ask learners to talk about what makes friends/friendships important. Encourage learners to share how they feel about having friends and different kinds of friendships.

Step 2) 5 minutes

Use the following notes to explain the importance of friends and to define peer pressure.

Friends and Peer Pressure

- The peer group is important during adolescence. There is a great need to belong to a group that is a natural part of adolescent development. Sometimes this can create a need to act like others in the group, which may lead to your own individuality being ‘swallowed’ up by the group. The group’s behavior may not be good for your own health and well being such as use of alcohol or drugs, and you may find yourself under pressure to take part in activities that you do not or would not normally do. This is called peer pressure and often results in young people joining in on group behavior rather than risk being made fun of or rejected by the group.

Step 3) 10 minutes

Refer to the two prepared sheets of flip chart paper on the wall or write it on a chalkboard. Lead a brainstorm asking learners to list some advantages of belonging to a group and some disadvantages of belonging to a group. Write down their responses on the flip chart papers.

Once learners have shared a number of advantages and disadvantages, guide a discussion using the following questions:

- What do you notice about the items written on the Advantages list?
- What do you notice about the items written on the Disadvantages list?
- Are there any important items that are missing from either list? (If so, feel free to add others that learners may come up with to each list.)
- Looking now at both lists, what did you learn about belonging to groups?

Step 4) 20 minutes

Next, divide learners into groups of five and ask them to come up with a list of ways young people could cope with peer pressure. Have learners write their list on a piece of paper along with the names of each person in the group. Give learners five minutes to complete this task. When time has passed, ask each group to look at the list they created and take a couple of minutes to rank the top three coping strategies on their list in order of which would be most effective for young people to use. Then, have groups share their one of their top three ideas with the whole class as you write them on a piece of flip chart paper. Continue hearing one from each group as time permits. Ask groups to turn in their lists.



Lesson Plan – Managing Peer Pressure

PROCEDURE (CONTINUED):

Step 5) 5 minutes

Summarize the lesson by highlighting the following key points:

- It is healthy and normal to want to belong to a peer group.
- Many young people find themselves bullied or taken advantage of by a peer group.
- We must first and always be true to our values and ourselves and make decisions that are good for us.
- Friends are important but we should not be led astray or pressured into doing things that we do not want to do.

KEY MESSAGES OF LESSON:

- 1) It is healthy and normal to want to belong to a peer group.
- 2) Friends are important but we should not be led astray or pressured into doing things that we do not want to do.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- Teachers can have learners write down the advantages and disadvantages of belonging to a group from Step #3 or coping strategies from Step #4 and submit for assessment of learning objectives.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

POSSIBLE ADAPTATIONS:

- 1) Large class size: The teacher can make slightly larger groups for Step #4, use pairs and then write ideas and rank them as a whole class, or limit report outs to a few groups but share back a consolidated written list of the top ways to cope with peer pressure identified by all groups.
- 2) Limited materials/technology—None



Lesson Plan – Sexual Choices in Relationships

TOPIC: Sexual Choices in Relationships	TARGET-AGE RANGE: 12–18	TIME: 45 minutes
SUBJECT: Life Skills		
IDEAL NUMBER OF LEARNERS: 40		
WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON? <ul style="list-style-type: none"> • Attach the string horizontally across the room. At one end attach the pre-labeled index card that says, “Completely forced, not desired” and at the other end attach the other pre-labeled index card that says, “Fully voluntary, desired.” Modify the handout “Case Studies in Sexual Choice and Coercion” as indicated in the Case Studies in Sexual Choice and Coercion Activity Sheet. • Make four copies of the set of case studies you select to use with learners. • Review local sexual health services resources in your community so you can refer any student seeking help to appropriate sources of support. 		
LEARNING OUTCOMES: By the end of this lesson learners will be able to: <ol style="list-style-type: none"> 1) Be aware of the sexual choices they have in a relationship. [knowledge] 2) Recognize situations where sex is voluntary but not wanted. [knowledge] 3) Clearly understand the right to say no to sex. [knowledge] 		
LIFE SKILLS DEMONSTRATED IN THIS LESSON: <ol style="list-style-type: none"> 1) Critical thinking skills 2) Assertiveness skills 3) Decision-making skills 		
RESOURCE MATERIALS FOR TEACHER: <ul style="list-style-type: none"> • Chalkboard and chalk • One or more copies of each of the selected case studies (depending on the number of groups you have and number of case studies desired per group) taken from the Case Studies in Sexual Choice and Coercion Activity Sheet • A piece of rope or sturdy string long enough to stretch across the length of the classroom • Two index cards, with one of each of the following written on them—Index Card #1 – Completely forced, not desired; Index Card #2 – Fully voluntary, desired • Paper clips (or tape) • Colored markers, if available 		
MATERIALS FOR LEARNER: <ul style="list-style-type: none"> • None 		



Lesson Plan – Sexual Choices in Relationships

This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 6 – Sexual and Reproductive Health; 6.1 – Pregnancy Prevention

PROCEDURE:

Step 1) 5 minutes

Introduce the topic by explaining the continuum. Say, “There is a continuum between sex that is forced and completely undesired and sex that is fully voluntary and desired. Explain that the continuum range from 0 to 10. 0 stands for voluntary and desired sex and 10 completely forced and not desired. So, what do we call sex that is forced?” After learners respond, write the word “rape” on the card that says “Completely forced, not desired”. Go on to ask learners, “If a person agrees to have sex, does that always mean that he or she actually wants to have sex?” After they respond, ask: “When sex is voluntary but not really wanted, would that be at one end of the string or somewhere between the two ends?” Process some responses from your learners and probe for their different reasoning by using any of the following prompts:

- “Tell me more about what you’re thinking...”
- “Help me understand where you’re coming from...”
- “What do others think about that same situation?”

Step 2) 10 minutes

Divide the learners into six groups. Give each group one set of two case studies and two paper clips. Explain the activity by stating, “Read over each case study in your group. Then talk about it together and decide where on the string continuum you think the case study falls from completely forced to fully voluntary. Write your names on each case study so we’ll know which group did which case study. Then attach the case study with a paper clip at the place on the continuum where you have decided it fits. You will have 10 minutes to complete this activity in your groups.” Circulate among the groups and offer help. Allow them to spend extra time discussing their views even if they do not complete all the case studies.

Step 3) 15 minutes

After 10 minutes, ask someone from the group to read the first case study and explain where on the 0–10 continuum their group put it and why. Allow two to three minutes for the other groups to indicate where they put it on the continuum and why and encourage them to discuss any differences of opinion. Repeat this process for each case study.



Lesson Plan – Sexual Choices in Relationships

PROCEDURE (CONTINUED):

Step 4) 10 minutes

Reserve ten minutes at the end to discuss the following questions:

- Forcing someone to have unwanted sex is a violation of that person's human rights. By a show of hands, who believes that forced sex is common among young people?
- Who thinks it is rare?
- We discussed that a person who does not want to have sex and is not forced into it may still voluntarily engage in sex. Who believes this is a fairly common experience among young people?
- Who thinks it is rare? *[Note whether boys respond to this question similarly to how girls respond.]*
- Are girls and boys equally likely to have sex in a situation that is not forced but also not desired? *[Probe: Do you think girls and boys usually share equal power in sexual relationships? What about adult men and women?] [Note: Emphasize that even if a situation does not fall at the extreme "forced" end of the spectrum it may nonetheless, be unacceptable.]*
- Does a person always know whether his or her partner really wants to have sex? What are some ways to be sure? *[Probe for: Ask the person! Talking it over together beforehand is best. What if you ask and your partner is not sure what he or she wants?]*

Step 5) 5 minutes

Close the lesson by explaining, "Far too many people are survivors of forced sex, either while they are children, adolescents or adults. It happens more often than we would like to think and if it should happen to you or someone you know, it's crucial to know it's never your fault. People who have survived forced sex need our help and support." Instruct learners to get out a piece of paper and anonymously write down two kinds of trusted adults (such as a grandmother, a religious leader, an older sister or brother, or an aunt) that they could talk to if they or someone they knew was ever forced to have sex. Collect papers from learners at the end of the lesson and after reviewing for appropriateness, post the papers in a spot in the classroom where learners can see them and know about all the kinds of adults who can help if a student ever needed support. *[Note: Please make sure to screen the papers before you post them to make sure there is no identifying information listed and that all of the adults listed are appropriate.]*



Lesson Plan – Sexual Choices in Relationships

KEY MESSAGES OF LESSON:

- 1) It is never okay to force someone to have sex they don't consent to.
- 2) You have the right to say no to sex if you don't want to, without feeling guilty.
- 3) Forced sex is a sign of unhealthy relationship.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- Teachers can collect the case studies completed by each group for assessment of learning objectives based on where the case studies were placed on the continuum.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

POSSIBLE ADAPTATIONS:

- Large class size—The teacher can carry out the case study activity in more or less groups if need be. If using more groups, limit the number of case studies, even to one per group if necessary, in order to limit the activity processing time. If using less groups, increase the number of case studies reviewed by each group.
- Limited materials/technology—None

Adapted from: It's All One, Activity 24 – Where on the Line: Continuum Between Choice and Coercion, pages 72–75, Copyright © 2009 The Population Council, Inc. Revised first edition, printed 2011., printed 2011.



Case Studies in Sexual Choice and Coercion Activity Sheet

INSTRUCTIONS FOR THE TEACHER: Select four of the following case studies or write your own case studies. Be sure that your final selection includes at least one case in which a boy feels pressured to have sex. Modify them to be suitable and meaningful for your students, including using names that are relatable.

EDWARD and ALICE: Edward wants to have sex but his wife Alice does not feel like it tonight. She has been taught that it is a wife's duty to have sex whenever her husband wants to unless she feels sick or is menstruating, so she has sex with Edward.

MIREMBE and AKELLO: Mirembe, age 22, has been going out with Akello for about six months. He has told her several times that he really wants to have sex with her, but only if she wants to. Mirembe feels unsure but she thinks she should do what her boyfriend wants. She knows other young women have sex with their boyfriends and is concerned that he might leave her if she doesn't, although Akello has never threatened to do so. The next time they are intimate, they have sex.

SYDNEY and GRACE: Sydney and Grace are alone at one of their houses. Sydney is drunk and slurring words and then lies down on the floor. Grace, who also had a bit to drink, lies down too. Feeling uninhibited, she takes the initiative and performs oral sex. Sydney feels confused and is not sure what to say. Sydney is not sure what to think since they didn't talk about it before Grace did that.

HENRY and ROSETTE: Henry and Rosette have been kissing passionately. When Henry starts to undress Rosette, she tries to stop him and says, "No". Henry thinks she wants more but that she is worried about seeming too "easy". So he keeps trying. After trying to push Henry away and saying "no" for five minutes, she eventually stops struggling and just lies there. Henry goes ahead and has intercourse with her.

MAKENA and AZIZI: Makena and Azizi have met only a couple times, always with supervision. Azizi seems like a good person so Makena agrees when her parents tell her that Azizi wants to marry her. Both Makena and Azizi have been taught that everything related to sex is shameful. Makena has heard that it hurts the first time and will make her bleed. She is really scared. They hardly know each other and both feel ashamed at the thought of having sex. Neither of them really wants to have sex but they know that when you get married, you must have sex on the wedding night and so they do, even though they were not ready to.



Case Studies in Sexual Choice and Coercion Activity Sheet

SELAH and JAMES: The last time Selah refused her husband James, he threatened her and beat her badly, giving her a black eye. She doesn't want to have sex with James today but he might beat her again, so she doesn't refuse.

SAMSON and ELIZABETH: Samson and Elizabeth are classmates at university. They have been dating for a few months and are very attracted to each other. They are deeply in love and agree that they want to have sex. After agreeing to use a condom, they have sexual intercourse and both enjoy it.

GINA and BRIAN: Gina comes from a poor family. She works in a shop for Brian and her salary is her family's main income. One day Brian starts touching her after the shop closes and pulls her in the storeroom in the back and lifts up her dress. Gina is confused, and frightened about losing her job. She starts to resist but when Brian says, "What? You don't like working here?" She gives in.

PATRICIA and OSCAR: Oscar is not sure if he really wants to have sex with Patricia, but Patricia suggested it and he is afraid that his friends will find out and tease him if he says no. He goes ahead but later regrets doing it and wishes he had waited.

PETER and VICTORIA: Peter often buys Victoria gifts and other things she needs. Tonight they went out for dinner and he paid. Even though Victoria doesn't feel ready to have sex, she feels she owes it to Peter. She doesn't refuse him.

MARIE and WILLIAM: Marie and William have had sex once before. Tonight, William tells Marie that he has wanted her all day. Marie would rather just hang out and talk, but she thinks since they did it once, there is no going back. When William starts to take off his clothes, Marie says nothing to him and they have sex again.

EMMA and SYMON: One evening Emma drank a lot. Symon finds her lying on the bed passed out. He takes off her clothes and has sex with her. She doesn't wake up.



Lesson Plan – Deciding Whether to Have Sex

TOPIC: Deciding Whether to Have Sex	TARGET-AGE RANGE: 12–15	TIME: 45 minutes
SUBJECT: Life Skills		
IDEAL NUMBER OF LEARNERS: 40		
WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON? <ul style="list-style-type: none"> Review the list of conditions in the handout and ensure that you feel prepared to facilitate any questions that may arise. Review the age of consent for your country as per the legal frameworks and be prepared to explain it to your learners if appropriate. 		
LEARNING OUTCOMES: By the end of this lesson learners will be able to: <ol style="list-style-type: none"> 1) Identify the skills they will need to be able to negotiate a safe and comfortable sexual relationship. [Knowledge] 2) Strengthen critical thinking skills. [Skills] 		
LIFE SKILLS DEMONSTRATED IN THIS LESSON: <ol style="list-style-type: none"> 1) Critical thinking skills 2) Decision-making skills 		
RESOURCE MATERIALS FOR TEACHER: <ul style="list-style-type: none"> Chalkboard and chalk 		
MATERIALS FOR LEARNER: <ul style="list-style-type: none"> Student worksheet – Am I Ready? How Do I Decide?—One copy per learner 		

Lesson Plan – Deciding Whether to Have Sex

This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 2 – Values, Attitudes, and Skills; 2.3 – Decision-Making

PROCEDURE:

Step 1) 2 minutes

Explain to learners by saying, “Young people around the world have many different reasons for deciding whether and when to become sexually active. Some young people wait until a certain age, until they meet someone that they feel ready to start an intimate relationship with, or until they are engaged or married. Others might start having sex because they feel pressured into doing so by peers, a partner, or even the family.

Determining if and when to become sexually active can be difficult for many young people. Many young people consider how they feel about their relationship only when they weigh the decision about whether to become sexually intimate with their partner. Some people want to make sure they have reached the legal age of consent, which is (INSERT AGE HERE) for our country. This activity will help you to think about how maturity, self-awareness, and communication skills can affect your sense of readiness to become sexually active. It will also help you identify what is most important to you.”

Step 2) 3 minutes

Ask the learners to form pairs and give each pair one copy of the worksheet. Explain, “Look at the list on this worksheet. These are some pieces of advice that can be important to consider when deciding about whether or not to become sexually active.”

Step 3) 15 minutes

Read aloud the instructions for the worksheet. Ensure that everyone understands the activity. Within the pair, they should try to reach agreement about their responses, but if they cannot, they can check off additional items. Allow 10 to 15 minutes for them to discuss the questions and record their answers.

Step 4) 10 minutes

Reassemble the group. Review the worksheet and ask for some responses on the different pieces of advice listed. Ask whether learners tended to agree or disagree with their partners. Ask learners if there were any additional pieces of advice that they identified as important and would like to share with the bigger group.

Step 5) 10 minutes

Use the following questions to guide a discussion on how boys and girls might react differently to advice:

- In general, which advice do boys seem to prioritize?
- In general, which advice is more important to girls?
- How do you explain, and feel about, any differences between boys’ and girls’ priorities?



Lesson Plan – Deciding Whether to Have Sex

PROCEDURE (CONTINUED):

Step 6)

Close by discussing the following questions:

- How did it feel to complete this worksheet?
- What did you notice upon filling it out?
- Would some of the pieces of advice be easier to follow than others? Why?
- How might hearing these pieces of advice impact decisions about whether to become sexually active?

Step 7) 5 minutes for steps 6 and 7

- Conclude the lesson by explaining, “No matter when you decide whether and when to become sexually active or even if already sexually active, thinking about conditions that matter to you is important to being safe and healthy.”

KEY MESSAGES OF LESSON:

- 1) There are important criteria to consider when deciding whether and with whom to be sexually active.
- 2) There are many perspectives to consider when making an important decision, like whether or not to be sexually active.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- The teacher can instruct students to write their names on the worksheet and collect them for assessment of the learning objectives. It would be important not to assess the worksheets for correctness, since the activity is based on personal values, but rather to assess whether the learners completed the activity as instructed.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

POSSIBLE ADAPTATIONS:

- 1) Large class size—Teachers can conduct the activity that was in pairs in small groups and instead of processing it together as a large group, gather two or three groups together to share their answers.
- 2) Limited materials/technology—None

Source: *It's All One, Activity 30 – Deciding Whether to Have Sex*, pages 92–95 Copyright © 2009 The Population Council, Inc. Revised first edition, printed 2011.



Am I Ready? How do I Decide? Worksheet

Directions: Please review the following advice for helping decide if and when to become sexually active. Think about what a friend and a parent or trusted adult would say. First, draw a smiley face next to the two feelings or conditions that you think the best friend would say are most important. Then, draw a check mark next to the two feelings or conditions that you think the parent or trusted adult would say are most important.

IN DECIDING WHETHER TO BECOME SEXUALLY ACTIVE, MY ADVICE TO YOU IS THAT IT WOULD BE IMPORTANT TO...	FRIEND	PARENT/ TRUSTED ADULT
Feel that you are honoring your own values and those of your partner		
Feel close to the other person		
Feel that you and the other person respect each other		
Feel that you and the other person have made the decision together and that both of you want to have sex		
Have condoms (and/or other contraceptives) and know how to use them		
Feel comfortable talking with the other person about condom use		
Know your HIV status		
Feel safe for either of you to say at any time you want to stop		
Feel sexually attracted to the other person		
Other?		
Other?		

LEGEND:



Lesson Plan – Healthy Relationships

TOPIC: Healthy Relationships	TARGET-AGE RANGE: 9–15	TIME: 45 minutes
SUBJECT: Life Skills		
IDEAL NUMBER OF LEARNERS: 40		
WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON? <ul style="list-style-type: none"> • Make copies of materials needed • Make signs 		
LEARNING OUTCOMES: By the end of this lesson learners will be able to: <ol style="list-style-type: none"> 1) Identify at least four ways that he or she would like to be treated in a romantic relationship. [knowledge] 2) Identify at least three warning signs that a relationship is potentially unhealthy or abusive. [knowledge] 3) Identify at least two effective communication practices. [knowledge] 		
LIFE SKILLS DEMONSTRATED IN THIS LESSON: <ol style="list-style-type: none"> 1) Critical thinking about qualities of healthy and unhealthy relationships. 2) Communication skills 		
RESOURCE MATERIALS FOR TEACHER: <ul style="list-style-type: none"> • 12 pieces of paper with one way to be treated taken from the How I Would Want to Be Treated by My Partner in a Relationship handout written on each piece of paper • Tape to hang signs 		
MATERIALS FOR LEARNER: <ul style="list-style-type: none"> • How I Would Want to be Treated by My Partner in a Relationship Handout—One copy per learner • Relationship Scenarios Handout—One copy per learner • Healthy, Unhealthy, and Warning Signs of Abuse Handout • Effective Communication Tips Handout—One copy per learner • Individual Homework – Thinking about Healthy Relationships—One copy per learner (if assigning the homework) • Family Homework – Talking about Healthy Relationships—One copy per learner (if assigning the homework activity) 		



Lesson Plan – Healthy Relationships

This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 1 – Relationships; 1.2 – Friendship, Love, and Romantic Relationships

PROCEDURE:

Step 1)

Introduce the lesson by saying, “Today we are going to talk about relationships and how to have healthy and happy relationships. We will discuss how someone might recognize if they are in an unhealthy relationship and what kinds of communication skills can help us have the relationships we want.”

Step 2) 5 minutes for Steps 1 & 2

Distribute the handout “How I Would Want to be Treated by My Partner in a Relationship” to each learner. Explain to students, “This worksheet has a list of ways you perhaps would want to be treated by a romantic partner, whether now or in the future. Looking at this list, think about which ones are most important to you. Circle three that you think are most important. Then, choose your top item, and write a brief explanation about it on the bottom of your worksheet. Once you are finished, you will have a chance to share some of your thinking.” If a student asks if they can add any qualities to the list, you can let them know that they can add a quality, but for the sake of this activity, they cannot choose it as their “#1 Quality.”

Step 3) 15 minutes

While students are working, hang the 12 previously made signs around the classroom. Once learners are done, instruct them to find the three qualities that they chose on their worksheet and put their initials on each of those pieces of paper with that quality hanging around the room. Then, have students stand by the quality they rated at #1.

Once the learners have initialed the three signs and are standing next to their #1 quality, debrief several of the top-scoring items, including why people chose them and what that quality would look like in a relationship.

Sample discussion questions (these assume that “respect” had been a popular choice among learners but it would be whatever learners chose most) might include:

- Why did you all choose respect? Direct the question to the group standing by the sign.
- Did anyone else choose respect for a different reason? Directed to the rest of the class.
- How could someone show their romantic partner that they respect them?
- What are some disrespectful things a romantic partner might do?



Lesson Plan – Healthy Relationships

PROCEDURE (CONTINUED):

Step 4)

Pass out the Healthy, Unhealthy, and Warning Signs of Abuse Handout.

Tell learners, “It sounds like you all know how you would like to be treated in your relationships, which is so important. In fact, sometimes people don’t actually know what they want in a partner and that makes it hard to have a happy and healthy relationship. I am really glad to see that so many of you are already thinking about what would be important to you. I have just handed out a sheet that lists many of the qualities we have just been discussing, as well as some qualities of an unhealthy relationship because while it’s important to know what you would be looking for in a relationship, it’s also important to be able to recognize when a relationship is unhealthy. Let’s take a look at a couple of real-life scenarios. We can use the qualities on this sheet to help us examine their relationships.”

Step 5) 15 minutes for Steps 4 & 5

Pass out the Relationship Scenarios Handout. Have a volunteer from the class read Scenario 1, Marcus and Lillian, first. Debrief with questions listed below. Repeat with Scenario 2, Tasneem and Kato.

- Do you think this is a healthy or unhealthy relationship? Why?
- What characteristics **from your handout** do you see in their relationship? (If they simply list a quality from the handout, prompt them to describe the specific behavior from the scenario that illustrates that quality.)

Marcus and Lillian debrief:

The class should identify this scenario as having several qualities of an unhealthy or abusive relationship, including:

- Trying to limit or control what the other person does
- Is often jealous
- Throws or breaks things during a fight

However, they may also see some qualities from the healthy relationship list, such as that Marcus states he trusts Lillian and that he loves her.

It is important to emphasize that while Marcus may love and trust Lillian, **his actions are unacceptable** and make for an unhealthy relationship. If he can learn to control his anger, perhaps they could have a healthy relationship. However, Lillian does not deserve to be treated in this way and it would be **unsafe for her to stay in the relationship** at this point.



Lesson Plan – Healthy Relationships

PROCEDURE (CONTINUED):

Tasneem and Kato debrief:

The class should identify this scenario as having several qualities from the healthy relationship list, including:

- Being supported and encouraged
- Being treated as an equal
- Being honest

Tasneem and Kato have different interests, but still support one another in the things that are important to them. Neither of them feels the need to give up their individual interest or feels forced to join the interest of the other person. They are honest with each other and were able to negotiate a compromise that they were both happy with.

[Teacher’s Note: *If you are able to explore same-sex relationships, it can be a great teaching opportunity to make the names of the two characters in either scenario the same gender.*] This can normalize relationships between gay, lesbian and bisexual people and reinforce that everyone, no matter their sexual orientation, deserves to be in a healthy relationship. If your learners express the opinion that two people of the same gender being in a romantic relationship with each other is never a healthy choice, it’s important to point out that, although people have differing beliefs about the rightness or wrongness of gay and lesbian relationships, any two people’s relationship can have healthy or unhealthy characteristics, such as those listed on the handout. Some gay and lesbian relationships are healthy and some are not, just like some heterosexual relationships are healthy and some are not. Redirect the conversation by explaining that the point of the lesson is to give learners tools to evaluate the health of their own relationships.

Step 6) 10 minutes

Explain to students, “I want to thank you for really taking the time to think about what would be important to you in a relationship, and what might be some signs that a relationship is unhealthy. Now let’s think about how communication fits into a healthy relationship, as good communication is fundamental to a healthy relationship.” Hand out Effective Communication Tips Handout to each learner and review together with the group by asking any of the following questions:

- What do you think about the communication tips on this handout?
- Which ones do you already use?
- Which ones do you think are more difficult to use and why?
- Why do you think these tips lead to more effective communication?

Close the lesson by saying, “Relationships are at the heart of being human and everyone deserves happy and healthy relationships. Hopefully some of the information we discussed today will help you have healthy relationships in the future.”



Lesson Plan – Healthy Relationships

KEY MESSAGES OF LESSON:

- 1) Healthy relationships are very important and take work.
- 2) It's important to know the warning signs of unhealthy relationships and how to get help.
- 3) Knowing the qualities you would like in a partner is important to being safe and healthy.
- 4) Communication is a key part of a healthy relationship and practicing these skills can help you build and keep a healthy relationship.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- Teachers can collect the How I Would Want to be Treated by My Partner in a Relationship Handout for assessment of the learning objectives. Additionally, assigning either the individual or family homework activity could be another way to assess learning.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- Use the Talking about Healthy Relationships worksheet and a clean copy of the How I Would Want to be Treated by My Partner in a Relationship Handout. See each worksheet for detailed directions.

POSSIBLE ADAPTATIONS:

- 1) Large class size—None
- 2) Limited materials/technology—None

Adapted from: Family Life and Sexual Health – High School Lesson 5: Healthy Relationships Seattle-King County Department of Public Health
www.kingcounty.gov/health/flash



How I Would Want to Be Treated by My Partner in a Relationship Handout

Directions: Please review the following list and circle 3 ways you would want to be treated in a relationship that are most important to you. You may see many qualities here that you like, but try to pick your top three. Follow the directions at the bottom of the page after you have picked your top three.

I want my partner to...

Treat me with respect

Be trustworthy

Need me

Treat me fairly

Support me

Be honest with me

Treat me as an equal

Make me laugh

Encourage me

Protect me

Trust me

Love me

Looking at the three you chose, please list the number one most important way you would like to be treated by a romantic partner and write a brief explanation of why that quality is so important.

#1 Quality: _____

Explanation: _____



Relationship Scenarios Handout

1. Marcus and Lillian

Marcus really likes Lillian – she is pretty and smart. Marcus often feels nervous that he might lose her to another boy. He doesn't think she would ever cheat on him, but he does see her talking with other boys sometimes. It makes him feel so jealous he doesn't know what to do. He told her that she needed to stop talking with those other boys, especially right in front of him! Lillian got upset with him, and they had a huge fight. As they were arguing, Marcus felt so mad that he grabbed her by the arms to get her to listen to him and then threw his book bag across the room. Marcus promised Lillian it would never happen again. He says it was an accident, and he didn't mean to hurt anyone. He just couldn't control himself when he was feeling so angry.

2. Tasneem and Kato

Tasneem and Kato really like each other. Kato loves to play soccer and has hopes of joining a league someday. He has just started to play with a group after many hours of practice over the past few months. He excitedly calls Tasneem to tell her about the first game that he will be playing in. Tasneem is not so sure that she can go but still talks and listens throughout the entire conversation, showing Kato how excited she is for him. Tasneem knows how much the team means to Kato, and wants to support him but Tasneem tells him that she can't come because she has a meeting that night. Kato is disappointed, and wishes that Tasneem would just forget about her meeting and come to the game anyway. But, he knows that the meeting is as important to Tasneem as soccer is to him. Kato tells Tasneem that it would really mean a lot to him if she came to the game, and Tasneem agrees to come to the second half, after her meeting is over. Kato is happy that she can come to the 2nd half and understand that Tasneem also has an important commitment on that same day.



Healthy, Unhealthy, and Warning Signs of Abuse Handout

In a healthy relationship people...

- Treat their partner with respect and fairness
- Support and encourage each other
- Treat each other as equals
- Are honest
- Earn their partner's trust
- Have shared interests
- Also have separate interests and identities
- Try hard to have honest and clear communication
- Enjoy being with each other
- Never hurt their partner physically or sexually

In an unhealthy relationship people...

- Treat their partner disrespectfully and unfairly
- Frequently argue or fight
- Have no shared interests
- Or they do things ONLY with each other – they have no separate friends or interests
- Cheat on their partner
- Don't care about their partner's feelings
- Don't enjoy spending time together

Warning signs of an abusive relationship include...

- One person throws or breaks things during an argument
- One person tries to control what the other person does, who they see, what they wear, or what they say
- One person is often jealous or is overly jealous
- One person hurts the other person physically or sexually
- One person puts the other person down, calls them names or humiliates them
- “Crazy-Making” behavior—this is when one person lies or changes their story, or when they deny or minimize the other person's experience. This behavior often makes the other person feel like they are “going crazy.”



Effective Communication Tips Handout

Voice

Make sure the tone of your voice and the volume of your voice are right for what you are saying.

Intent

Know what you want if you are asking for something. What outcomes would be okay with you?

Body Language

Think about what you are saying with your body. Are your arms folded? Are you looking somewhere else? Are you turned towards the person or away from them? It is best when your body language is saying the same thing your words are saying.

Timing

Think about when you are going to ask for something or bring up a difficult topic. Does the other person have the time and energy to devote at that moment?

Approach

Think about how you bring something up. Are you defensive, attacking or angry? Or are you calm and open to hearing the other person's thoughts?

Being Clear

Know what it is you want to say or bring up. Pay attention to word choice, tone of voice, and body language

Effective communication often includes:

- “I” statements (“I think ...”, “I want ...”)
- Expressing opinions (“I believe ...”)
- Saying “No” firmly but respectfully
- Asking for what you want
- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities (“I can ...”)



Individual Homework – Thinking about Healthy Relationships

1. List 3 things you might say or do if a friend told you that they were feeling scared of their partner.

A) _____

B) _____

C) _____

2. Briefly describe why you chose one of the three qualities from the How I Would Want to be Treated by My Partner in a Relationship worksheet.

3. Describe how you would use one of the Effective Communication Tips listed on your worksheet to bring up a difficult topic with your parents.



Family Homework – Talking about Healthy Relationships (Optional)

PURPOSE: This is a chance to ask someone in your family about relationships and to share beliefs related to sexuality and relationships with each other. It will also give you a chance to get to know one another a little better.

DIRECTIONS: Find a place where you and a trusted adult (parent, guardian, grandmother, aunt or uncle, or adult friend of the family, etc.)—can talk. Set aside about 10 minutes. You will be sharing some questions with the trusted adult that you will both discuss together. During this time, please give full attention to one another.

Before starting the discussion, explain that:

- Both of you are each welcome to say, “That question is too private. Let’s skip it.”
- What you discuss will not be shared with anyone else, even within the family, unless you give one another permission to share it.
- It’s okay to feel silly or awkward and it’s important to try to do the homework together anyway.

SHARE AND EXPLAIN the handout “How I Would Want to be Treated by My Partner in a Relationship.”

DISCUSS the following questions, by taking turns asking each other the questions. When it is your turn to listen, really try to understand the other person’s response.

- Which qualities listed on the worksheet are most important to you in your relationships?
- Which qualities listed do you hope that I would have in a romantic relationship?
- Are there other qualities you think are important that are not listed here? What are they?
- What is one piece of advice you would give someone about how to have a happy and healthy relationship?



Lesson Plan – Navigating Relationships

TOPIC: Navigating Relationships	T A R G E T - A G E RANGE: 9–15	TIME: 45 minutes
SUBJECT: Life Skills		
IDEAL NUMBER OF LEARNERS: 40		
WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON? Prepare three pieces of flip chart paper with one of each written on the top: <ul style="list-style-type: none"> • Peer/Friend • Sexual/Romantic • Family 		
LEARNING OUTCOMES: By the end of this lesson learners will be able to: <ol style="list-style-type: none"> 1) Identify positive and negative factors that influence relationships and how to deal with these. [knowledge] 2) Discuss common elements of positive relationships. [knowledge] 		
LIFE SKILLS DEMONSTRATED IN THIS LESSON: <ol style="list-style-type: none"> 1) Critical thinking about the elements of a good friendship. 		
RESOURCE MATERIALS FOR TEACHER: <ul style="list-style-type: none"> • Large picture of a locally popular plant or flower (either hand-drawn on flip chart paper or the chalkboard) showing soil, roots, stem, leaves, petals, sun, rain, etc. • Flip chart paper—Three pieces prepared as noted above • Flip chart paper—Two sheets to write brainstorm lists on during introduction • Markers • Tape to hang flip chart paper on classroom walls 		
MATERIALS FOR LEARNER: <ul style="list-style-type: none"> • None 		



Lesson Plan – Navigating Relationships

This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 1 – Relationships; 1.2 – Friendship, Love, and Romantic Relationships

PROCEDURE:

Step 1) 5 minutes

Introduce the lesson by asking learners the following questions:

- Why do people get into relationships?
- What are the different types of relationships that young people find themselves in?

Write responses from learners on flip chart paper.

Step 2) 5 minutes

Display the picture of the locally popular plant or flower. Explain to learners by saying, “Just as there are certain things that keep a plant or flower healthy (sun, water, nutrients from the soil), there are certain things needed to keep a relationship healthy and strong.” Ask for an example of something that is necessary for a strong or healthy relationship (e.g. respect) and write it in the picture—such as in the soil, near the roots of the plant/flower, in the sun’s rays, or rain drops.

Next explain that there are certain things that can ruin a relationship, just as lack of water or sun can hurt a plant or flower. Ask for an example (e.g. dishonesty) and write it in the picture as well.

Step 3) 15 minutes

Divide the learners into three large groups and give each group a sheet of prepared flip chart paper with one of the headings written at the top. Explain to learners the following directions:

- Each group gets a piece of flip chart paper with a particular type of relationship noted at the top.
- Each group should draw a picture of a plant or flower of their choosing on their paper.
- Next, identify at least 3 things that help make their particular type of relationship successful and write these on the picture.
- Then, identify at least 3 things that could damage or destroy that relationship and write these on the picture.
- Lastly, hang the flip chart on the wall when they are finished.

Give learners 10 minutes to complete this activity and use the Teacher’s Note further below for reference if you need to share examples of positive factors for healthy relationships.

Step 4) 15 minutes

When all the groups are finished allow some time for learners to move around and look at each other’s plants or flowers. Have learners return to their seats and ask them the following questions to process the activity:

- How did it feel to do this activity?
- What did you notice about what the different groups put down as things that keep that relationship healthy?



Lesson Plan – Navigating Relationships

PROCEDURE (CONTINUED):

- Why do you think these things (mention or ask specifically about what the groups identified, such as respect, communication, empathy) are important to healthy relationships?
- How might thinking about relationships in this way affect the relationships you might have or are seeking to build?

[Teacher's Note: You can use any of the following notes to elaborate if needed:

Positive Factors that Support Healthy Relationships

Respect

- *This is shown through attitudes and behaviour.*
- *The other person must feel valued, worthwhile and important.*
- *Negative criticism, name-calling and ridiculing is destructive.*
- *Useful tools include:*
 - *Being there when needed*
 - *Listening carefully to what is said*
 - *Responding appropriately*

Empathy

- *This means trying to understand another person's position—trying to see situations from the other person's point of view.*
- *This shows a deeper understanding, particularly if communicated back to the other person using different words.*
- *Empathy is different from sympathy.*

Genuineness

- *Being genuine involves being yourself and having positive self-esteem.*
- *Genuineness is shown if verbal and non-verbal behaviour gives the same message.*

Values and attitudes

- *Successful friendships/relationships are often based on the individuals having similar values. Two people will continuously be in conflict if their values about most things differ.*
- *Values can change over time, owing to changing circumstances, etc. This may have an effect on a relationship.*
- *Pressure to change values may jeopardize a relationship. If virginity before marriage is valued, for example, then pressure to become sexually active will harm the relationship.*



Lesson Plan – Navigating Relationships

PROCEDURE (CONTINUED):

Communication

- Humans communicate verbally and non-verbally. Verbal communication is talking; non-verbal communication is known as body language and shown by listening, smiling, frowning, nodding, body posture, etc.
- Communication reveals how one individual feels about another.
- Most people tend to spend more time talking than listening.
- Listening is a skill that takes time to develop and needs to be practiced.]

Step 5) 5 minutes

Summarize the lesson by highlighting the following key points:

- No two people are the same. We therefore need to compromise and understand each other's differences for relationships to be successful.
- Many people practice negative behaviors in their relationships.
- Respect, empathy, genuineness, values and communication are all important factors needed to build a good relationship.
- We have to be honest with ourselves and those with whom we have a relationship—say when things are going right and when we are unhappy about something.
- We need to assess our relationships and decide whether they are good or bad for us.

KEY MESSAGES OF LESSON:

- 1) Respect, empathy, genuineness, values and communication are all important factors needed to build a good relationship.
- 2) There are many factors that contribute to a relationship being healthy or unhealthy.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- Teachers can have learners write their names on their picture and collect it for assessment of learning objectives.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

POSSIBLE ADAPTATIONS:

- Large class size—The teacher can create six groups instead of three groups so that there are two groups focusing on each type of relationship.
- Limited materials/technology—The teacher can use a chalkboard instead of flip chart paper but there would need to be enough room for all groups to draw their pictures.

Source: Life Planning Skills: A Curriculum For Young People in Africa, Botswana Version 2002, Activity 6.2 – Building Healthy Relationships, pages 180–183

Lesson Plan – Taking Care of Your Sexual Health

TOPIC: Taking Care of Your Sexual Health	TARGET-AGE RANGE: 9–15	TIME: 45 minutes
SUBJECT: Life Skills		
IDEAL NUMBER OF LEARNERS: 40		
<p>WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON?</p> <ul style="list-style-type: none"> • Identify a health care provider from a local health center or hospital who can speak about the family planning and reproductive health care services available to young people in your country. Use the Guidelines for Teachers in Preparing a Guest Speaker to guide your selection and preparation of this health care provider before they present to your learners. Ideally the speaker can bring samples of birth control methods to show students during class. • A day prior to the guest speaker's visit, ask learners to write down a question, which will be anonymous, that they have about reproductive health care for the speaker. Collect these questions to use in case the learners are too timid to ask questions directly during the presentation. This is helpful when learners are hesitant to ask questions in front of each other, including for example, if girls are hesitant to do so in front of boys or vice versa. • If the gender dynamic is such that more is needed to ensure full engagement of both girls and boys, consider separating learners by gender and have the guest speaker address the groups separately. 		
<p>LEARNING OUTCOMES:</p> <p>By the end of this lesson learners will be able to:</p> <ol style="list-style-type: none"> 1) Describe at least three reproductive health care services provided by a local health care provider. [knowledge] 2) Identify at least three reasons why a young person would seek reproductive health care. [knowledge] 		
<p>LIFE SKILLS DEMONSTRATED IN THIS LESSON:</p> <ol style="list-style-type: none"> 1) Think critically about reproductive health care available to young people. 		
<p>RESOURCE MATERIALS FOR TEACHER:</p> <ul style="list-style-type: none"> • Guidelines for Teachers in Preparing a Guest Speaker • Any available information about the reproductive health care services that your guest speaker will be presenting about. This will allow you to respond to questions from your learners after the presentation is over. 		
<p>MATERIALS FOR LEARNER:</p> <ul style="list-style-type: none"> • Taking Care of Your Sexual Health—A Homework Assignment 		

Lesson Plan – Taking Care of Your Sexual Health

This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 6: Sexual and Reproductive Health – All Topics

PROCEDURE:

Step 1)

The teacher should introduce the topic and reason for this lesson by saying, “Today we will be learning about reproductive health care, which is how to care of our bodies and specifically the parts of our bodies involved with reproduction and sexual behaviors.” Ask the learners, “Who can tell me one reason why a young person might need reproductive health care?” Ask for volunteers to share their responses, which may include any of the following:

- They think they might be pregnant and want to take a pregnancy test
- They think they might have an STI and want to get tested for STIs
- They are planning to have sexual intercourse and want to get contraception
- They are planning to have sexual intercourse and want to be tested for STIs
- They want to get tested for HIV
- They want to get contraception for other health reasons.

Step 2) 5 minutes for Steps 1 & 2

Tell learners that you have invited a very special guest to speak to the class today. Introduce your guest speaker; explain what their role is at the health care facility and the name of the health care facility. Explain to your learners that the guest speaker will present for 15 minutes and then there will be time for learners to ask questions. Encourage learners to write down any additional questions they may have as the guest speaker is presenting.

Step 3) 15 minutes

Have the guest speaker present about their health care facility and the reproductive health care they provide young people for 15 minutes. If speaker was able to obtain samples, have them display and/or pass around samples of birth control methods as appropriate during their presentation.

Step 4) 15 minutes

When the guest speaker has concluded, ask learners if they have any questions and facilitate a question and answer session for an additional 15 minutes. If learners do not initially have questions, you can start with any of the following questions, if this information has not already been covered in the guest speakers’ presentation. Additionally, if you had learners write down questions the day before, use some of those questions now to get the conversation started and to get their questions answered.



Lesson Plan – Taking Care of Your Sexual Health

PROCEDURE (CONTINUED):

Sample Questions for the Guest Speaker:

- At what age can young people access services on their own?
- What are the different types of reproductive health care services you offer and what do these consist of?
- Where is your clinic located? How can a young person get to your clinic location? Is there transportation available?
- What are the costs associated with the services you provide?
- Is everything confidential, meaning no one else can know about it? If not, what is not confidential and why?

Step 5) 5 minutes

Once time has elapsed, ask the learners to thank the guest speaker for their time and sharing their expertise. Ask learners to think of one new thing they learned from the presentation and raise their hands once they have something in mind. Ask for five volunteers to share one new thing they learned with the whole group as a result of the guest speaker's presentation, making sure not to repeat any comments already shared.

Step 6) 5 minutes

Distribute copies of the homework activity and explain the directions and expectations for the assignment with your learners. Explain how the learners should accomplish the task and when it is due to you for credit.

KEY MESSAGES OF LESSON:

- 1) Taking care of one's sexual health is important for overall well-being.
- 2) There are community resources that can provide reproductive health care for young people.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- The homework assignment can be used for assessment of learning objectives.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- See Step #6 above for homework assignment.

POSSIBLE ADAPTATIONS:

- Large class size—None
- Limited materials/technology—None

Source: Nicole Cheetham, MHS, Director of International Youth Health and Rights & Nora Gelperin, M.Ed., Director of Sexuality Education & Training, Advocates for Youth, 2015



Guidelines for Teachers in Preparing a Guest Speaker

Here are some questions to consider when both selecting a guest speaker and preparing the guest speaker to present to your class.

1. Is the speaker's information medically accurate?
2. Is the presentation (including method and materials) inclusive of all students' needs?
3. Is there certainty that the speaker does not use fear-based educational techniques?
4. Is the philosophy of the health care facility aligned with your curriculum?
5. Is the material appropriate for use with learners of all races, genders, sexual orientations, ethnic and cultural backgrounds, and learners with disabilities?
6. Are the instruction and materials used in the classroom free from the teaching or promotion of religious doctrine?
7. Is the material free from promoting bias against any person?

Adapted from: New Jersey Department of Education and California Department of Education, USA



Taking Care of Your Sexual Health – Homework Assignment

Your Name: _____ Date: _____

Directions: Complete the following four sections with information about the guest speaker and their organization's sexual and reproductive health services.

Today's speaker represented this organization:

A: List three reproductive health care services that young people can get from this organization:

- 1) _____
- 2) _____
- 3) _____

B: Identify one place where young people can get condoms in your community:

C: Identify one place where young people can get a pregnancy test in your community:

D: Identify one place where young people can get tested for STIs/HIV in your community:



Activity 2: Professional Development Needs and Resources

TOTAL TIME REQUIRED

30 minutes

MATERIALS NEEDED

✓ Note cards

RESOURCES NEEDED

✓ Professional Development Resources Handout

LEARNING OBJECTIVES

By the end of this session, teachers will be able to:

1. Identify two professional development needs and locate resources to support their teaching of sexuality education.

INSTRUCTIONS

1. Explain that now that everyone has had a chance to teach back and that the training is coming to a close, we will take a few minutes to think about needs that you may have and resources that you could use to continue to inform yourselves about sexuality education and reinforce the skills that you have learned during this training.
2. Distribute note cards and ask everyone to reflect on their knowledge and skills related to teaching sexuality education and to write down the top one or two areas that they would like to continue to gain further information/skills.
3. Ask for a few volunteers to share what they wrote.
4. Distribute and review the Professional Development Resources Handout. Briefly review what each resource provides.
5. Ask teachers to turn their cards over and take about 5 minutes to write down at least 3 time bound steps that they will take to gain further information/skills in support of the areas that they identified on the card.
6. Thank teachers and conclude by saying that it is important to reflect on your needs as a teacher and to seek out additional information and support to continue to build confidence and skills for teaching sexuality education. These resources are a first step to providing information and tools for continued learning. You can also find ways to stay in touch and support each other in the future as you work to implement sexuality education in your schools.

Professional Development Resources Handout

Resources:

1. **Advocates for Youth Sex Education Resource Center for Professionals**, located here:

<http://www.advocatesforyouth.org/for-professionals/sex-education-resource-center>

Advocates' Sex Education Resource Center for Professionals provides information and resources for sexuality educators focused on two key areas: lesson plans, curricula and other resources and advocacy facts and tools for helping make the case for sexuality education. While developed for a U.S. audience, many of these materials can be adapted to a country's context and are free and available to all.

2. **Planned Parenthood Federation of America, Inc.**, located here:

<http://www.plannedparenthood.org/educators/implementing-sex-education/>

This website provides tool for teachers in support of implementing sexuality education, program evaluation tools, and additional resources. It provides information on what sexuality education is, why it is important, and how it is effectively implemented.

3. **Rutgers Answer** website, located here: *<http://answer.rutgers.edu/page/resources>*

This website offers resources for purchase for sexuality educators, including online workshops, webinars, lesson plans, and other resources. Geared to a U.S. audience, much of the materials can be adapted to other country contexts.

4. **The Sex Ed Library by SEICUS**, located here: *<http://www.sexedlibrary.org/>*

This website serves as a clearinghouse of sexuality education resources, providing links to lesson plans available online from multiple sources. Topics include human development, sexual health, relationships, society and culture, personal skills, sexual behavior, and other resources.

