

***Rights, Respect, Responsibility***  
(Grade 6)

**Gender Roles,  
Gender  
Expectations**

**Lesson 1**

**Ground Rules**

What are some guidelines we want in order to maintain a safe classroom environment during this instruction?

In addition to our list, remember:

- Please share the **information** from class.
- Do NOT share anything **personal**, such as someone's questions, etc.

**Anonymous Question Box**

- Write down questions during the lessons.
- Use appropriate terms whenever possible.
- Do not write your name on it, unless you'd like to discuss the question privately.
- Place questions in question box at the end of class.
- Your questions will be answered when we cover the related topic.


**Introduction**

- When a baby is born, what is the first question we ask?
- And to answer that question, where do we look—at the baby's nose?
- We look at their genitals. If we see a penis, people will say, "It's a boy!" and if we see a vulva, people will say, "It's a girl!"
- That moment will probably determine how the people in that baby's life will interact with them.

**Discussion**

Imagine for a moment that an alien landed from outer space who's doing some research on different creatures on our planet.

- One of these creatures the aliens are researching is called "Boys."
- How would we describe to someone, who's never encountered a boy before, *what boys are like*?




**Research from Outer Space Creature**

**Boys are...**

- Example
- Example
- Etc....

## Discussion

- The alien appreciates all the data you've just shared. It just needs a bit more data before it can go back home.
- The alien would also like to be able to describe what a "Girl" is like.
- **How would we describe to someone, who's never encountered a girl before, what girls are like?**



## Research from Outer Space Creature

Boys are...	Girls are...
<ul style="list-style-type: none"> <li>• Example</li> <li>• Example</li> <li>• Etc....</li> </ul>	<ul style="list-style-type: none"> <li>• Example</li> <li>• Example</li> <li>• Etc....</li> </ul>

## Discussion

- Let's look at the two lists we created. What do you notice about them?
- Are there things on this list that are stereotypes? That apply to some, but not all, boys or girls?
- Are there things on this list that only apply to girls?
- Are there things on this list that only apply to boys?

## Discussion

- Is it ok if a girl does something on the boys' list, or a boy does something on the girls' list?
- Sometimes someone feels like they're a boy on the inside but everyone perceives them to be a girl, or someone feels like they're a girl on the inside but everyone perceives them to be a boy. Or maybe they don't feel like either, or feel like a little of both.
- This is called transgender, nonbinary, gender expansive, or gender nonconforming. (We'll talk more about this later)
- How might someone transgender or nonbinary feel about these lists? Why do you think this is?

## Class Activity: "If I Were a..."

On a piece of paper, write the following:

**"If I were a (different gender), one thing I'd do that I can't do now is..."**

- 1) Fill in the name of a gender you are not right now.
- 2) Write 3 things you perceive you'd be able to do if you were a different gender.
- 3) Does anyone want to volunteer to share what you wrote?

## Homework

- 1) Tonight you are going to go home and do a mini scavenger hunt to find at least one thing that fulfills a stereotype for a particular gender and one that breaks a stereotype for a particular gender.
- 2) You can use technology if you wish—for example, taking a picture using your phone or a tablet.
- 3) If you only have one gender represented in your homes, you can provide an example from TV, books, or something you've seen online.

# **Rights, Respect, Responsibility**

(Grade 6)

## **Change Is Good!**

### **Lesson 2**

## **Reminders**

- Let's review our ground rules and procedures as a class.
- Remember to use the Anonymous Question Box!

## **Introduction**

- You are all at a time in your lives when your body is going through some amazing changes.
- For some of you, this may have started already. For others, these changes may not start for a few years.
- Some of these changes will make you feel really good about yourselves! It's exciting to see yourself growing up!
- Other changes may feel weird, like your body's a bit out of control at times.
- As we go through the lesson, and as you experience these changes, try to remember that all these changes are normal. They are part of growing up that everyone goes through.

## **Puberty**

**As we go through the lesson, and as you experience these changes, try to remember that all these changes are *normal*.**

**They are part of growing up that *everyone* goes through.**

## **Discussion**

<b>Physical</b>	Ways your body changes
<b>Social</b>	How we interact with others
<b>Cognitive</b>	How we think, process information, and learn
<b>Emotional</b>	Feelings and our awareness of what might cause us to feel certain things

## **Discussion**

Examples:

<b>Physical</b>	Grow taller
<b>Social</b>	Spending more time with friends
<b>Cognitive</b>	Temporary foginess
<b>Emotional</b>	Strong emotions (both positive and negative) for <i>all</i> genders

### Class Activity: “Change Is Good”

- 1) Your group will be given a number cards with examples of changes people go through during adolescence and puberty.
- 2) In groups, decide which category of change they fit into.
- 3) Once you agree, tape the card on the corresponding header sheet. I'll post the definitions so you can refer back to them.

### Class Activity: “Change Is Good”

Physical	Ways your body changes
Social	How we interact with others
Cognitive	How we think, process information, and learn
Emotional	Feelings and our awareness of what might cause us to feel certain things

### Class Discussion: “Change Is Good”

**Let's check our answers!**

### Homework

- 1) Complete the worksheet “*Where Can I Learn More about Me?*” with a parent or caregiver.
  - Ask your teacher if you would prefer a Spanish version of the homework sheet.
- 2) Use the websites included on the homework sheet for research.
  - Ask your teacher if you would prefer to use a printed handout instead of the Internet for research.

**Rights, Respect, Responsibility**  
(Grade 6)

**Sexual and Reproductive Anatomy**

**Lesson 3**

**Reminders**

- Let's review our ground rules and procedures as a class.
- Remember to use the Anonymous Question Box!

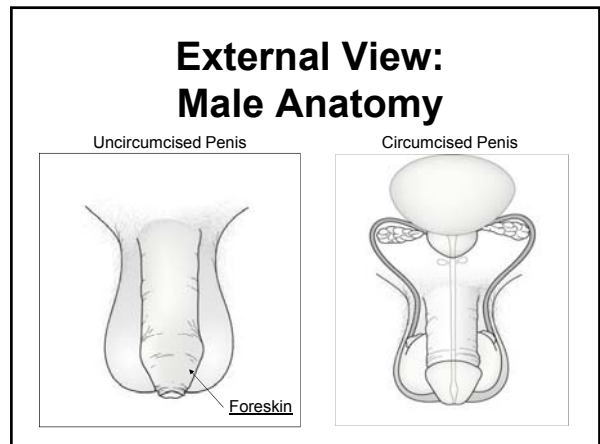
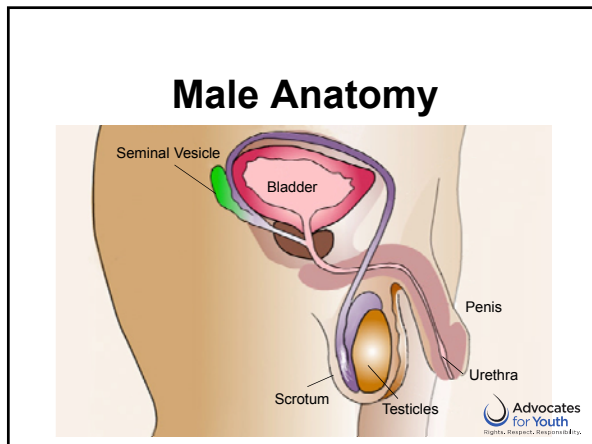
**Introduction**

- We have hundreds of body parts. Can someone tell me a body part that almost everyone has?
- While there are hundreds of parts that almost everyone has in common, there are only a few parts that just biological males have that biological females don't have, or that just biological females have that biological males don't have.

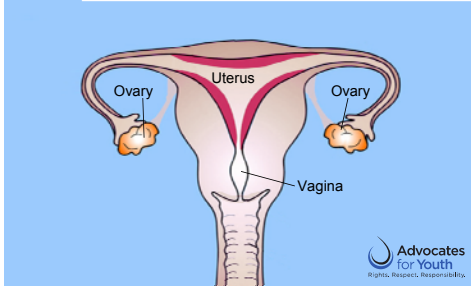
**Biological Body Parts**

Today we are going to talk about biological male and biological female body parts that are part of our reproductive system.

- Most people have either biological male reproductive parts or biological female reproductive parts.
- Most people who have biological male parts are boys and most people who have biological female parts are girls, but sometimes people have reproductive parts that don't match who they are.

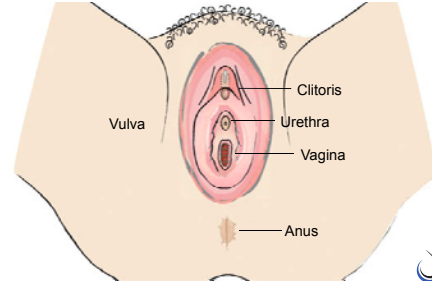


## Internal Female Anatomy



Advocates  
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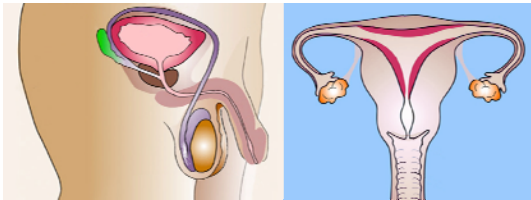
## External Female Anatomy



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## Reproductive Anatomy

Can you name the reproductive body parts and explain what the function is for each part?



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## Homework

What are some good places someone could go if they wanted to learn more about the reproductive system?

For homework, complete the "Body Parts" worksheet:

- 1) Work with a family member to identify whether each body part belongs to the male or female reproductive system (ask for a Spanish version if you'd prefer).
- 2) Identify the function of each part.
- 3) Locate one source of accurate information about reproduction.

**Rights, Respect, Responsibility**  
(Grade 6)

**Puberty and  
Reproduction**

**Lesson 4**

**Reminders**

- Let's review our ground rules and procedures as a class.
- Remember to use the Anonymous Question Box!

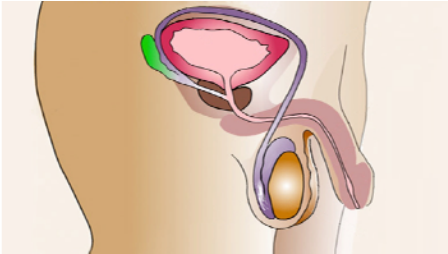
**Introduction**

**Who remembers what puberty is?**

- One of the biggest differences between a person who has gone through puberty and somebody who has not is that an adult body has the ability to *reproduce*, or make a baby.
- That is an important change that happens during puberty.
- The main changes that happen during puberty are the result of hormones: testosterone and estrogen.

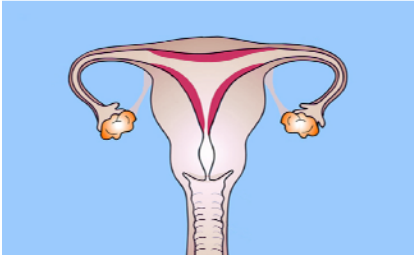
**Male Anatomy**

Who remembers the names for the male body parts that we talked about in the previous lesson?

An anatomical diagram of the male reproductive system. It shows the testes at the bottom, connected by the vas deferens to the urethra, which passes through the length of the penis. The prostate gland is shown where the urethra passes through it. The bladder is shown above the prostate, and the seminal vesicle is shown behind the bladder. The epididymis is shown on top of the testis.

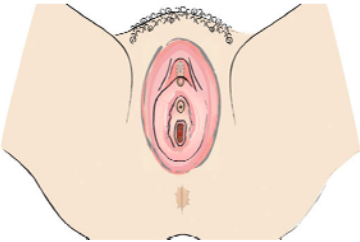
**Female Anatomy**

Who remembers the names for the female body parts that we talked about in the previous lesson?

An anatomical diagram of the female reproductive system. It shows the uterus in the center, with fallopian tubes extending from the upper corners to the ovaries. The cervix is at the bottom of the uterus, leading to the vagina.

**External Female Anatomy**

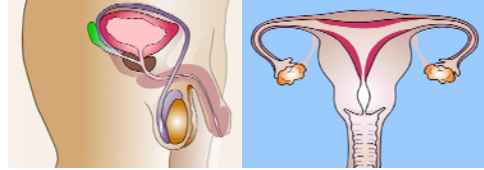
Who remembers the names for the female body parts that we talked about in the previous lesson?

An anatomical diagram of the external female anatomy. It shows the vulva, which includes the labia majora (outer lips) and labia minora (inner lips). The clitoris is shown at the top, and the vaginal opening is in the center.

## Puberty

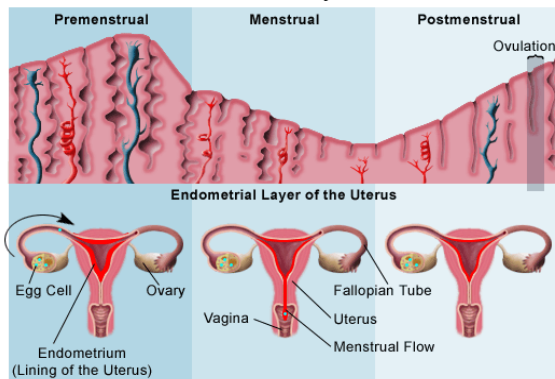
- Puberty starts because a person's body starts to produce a very large quantity of hormones that they were only producing in small amounts before.
- Male bodies start to produce a lot more testosterone and a little bit of estrogen.
- Female bodies start to produce a lot more estrogen and a little bit of testosterone.
- All of these changes happen because of a new surge of hormones.

## Reproductive Anatomy



- On the male diagram, the parts that are used for reproduction are the *testicles, penis, urethra, and vas deferens*.
- On the female diagram, the parts that are used for reproduction are the *uterus, ovaries, fallopian tubes, and vagina*.
- Through the production of testosterone and estrogen, the reproductive system becomes able to *reproduce*, or make a baby.

## Menstrual Cycle



## Class Activity: "Human Reproduction"

*Let's see what you remember about conception!*

- 1) In groups, you will get a "Human Reproduction" worksheet and "Steps to Human Reproduction" cards.
- 2) On the part marked "male" put the cards relating to the male part of reproduction in the correct order, starting from the top.
- 3) On the part marked "female," put the cards relating to the female part of reproduction in order, starting at the top.

## Summary

- First, let's check our answers!
- Do you have any questions today?
- If you still have questions, please go home and talk to an adult family member or other trusted adult.
- You can also always ask me or the school nurse questions as well.

## Homework

*None!*





***Rights, Respect, Responsibility***  
(Grade 6)

**I Am Who I Am**

**Lesson 5**

**Reminders**

- Let's review our ground rules and procedures as a class.
- Remember to use the Anonymous Question Box!

**Introduction**

- Identity has to do with who we are—I am a teacher, that's part of my identity.
- Because we are talking about human sexuality, our class is going to be looking at parts of our sexual identity, including our sexual orientation and gender identity.

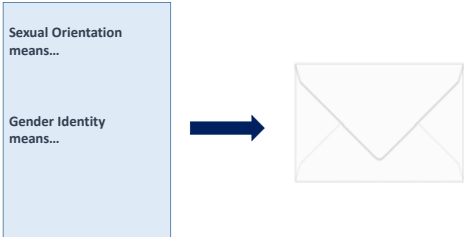
**Class Activity:  
"Gender Identity"**

- 1) I am going to pass out a piece of paper and an envelope to each of you.
- 2) You are going to write down 2 things on the paper. Don't put your name on the paper!
  - i. Write down what you have heard about what the term "**sexual orientation**" means. If you haven't heard anything, just try to guess what it means.
  - ii. Now write down what you have heard about what the term "**gender identity**" means. If you haven't heard anything, just try to guess what it means.
- 3) Now put the paper in the envelope and seal it. Don't open it until I tell you to.

**Class Activity:  
"Gender Identity"**

Sexual Orientation means...

Gender Identity means...



**Who Am I?**

**Understanding  
Gender Identity and  
Sexual Orientation**

## What Is Gender?

- Combination of our body parts and chromosomes and how we feel about having both.
- There's a social element, too. We will often be treated differently based on our gender (real or perceived).

## Girls and Boys

Someone who's born with:

- A vulva
- Ovaries
- XX chromosomes

...is usually called a "girl."

Someone who's born with:

- A penis
- Testicles
- XY chromosomes

...is usually called a "boy."

## For Example...

If someone's called a girl...

- What toys is she given to play with?
- What clothes is she given to wear?
- How is she expected to behave?

If someone's called a boy...

- What toys is he given to play with?
- What clothes is he given to wear?
- How is he expected to behave?

## Inside vs. Outside

**USUALLY, a person's inner feelings match their body parts:**

They see they have a vulva, and think "I'm female"

OR

They see they have a penis, and think "I'm male"

## But Not Always...

- For some people, how they feel on the inside doesn't match their sexual body parts. Maybe they have a penis but do not feel they are male.
- The name for this is "**transgender**" or just "**trans**."

## Gender Identity vs. Expression

- A person's **gender identity** is what they call themselves: female, male, transgender, nonbinary, etc.
- It doesn't matter what other people call them, how they feel on the *inside* is what's most important.

## Gender Identity vs. Expression

- A person's **gender expression** is how they let people know the gender they are.
- This can be by the name they use, the clothes they wear, the pronouns they use (such as *he*, *she*, or *they*), how they carry themselves, etc.

## All of This Is Different From...

## Sexual Orientation

## What Is "Sexual Orientation"?

**"The gender(s) of the people to whom we are attracted to, physically and romantically."**

## What Is "Sexual Orientation"?

**"The gender(s) of the people to whom we are attracted to, physically and romantically."**

Two things to note:

- People may be attracted to more than one gender.
- A person can know their sexual orientation (who they're attracted to and/or could fall in love with) without necessarily having done something sexual with another person.

## Current Categories for Sexual Orientation

- **Heterosexual**
- **Lesbian or Gay**
- **Bisexual**
- **Queer (Careful!)**
- **Others?**

## Class Activity: "Myth vs. Fact"

**Now that you've gotten a bit of an overview, let's see what you remember—as well as what else you know—about these topics.**

- 1) Fill out the *"Myth v. Fact: Gender Identity and Sexual Orientation"* worksheet on your own first.
- 2) Now turn to someone near you so you can compare answers. You do not have to agree, but you can change your answers if you wish.
- 3) Now let's check our answers as a class!

## Summary

- 1) Think about everything you learned today, and open your envelopes.
- 2) How many of you wrote down something about sexual orientation or gender identity that was correct?
- 3) How many of you wrote something incorrect, but now you know the correct information about?

## Homework

- Complete the *"Fix This! Creating Respectful Classroom for LGBTQ Students"* and *"Defining Sexual Orientation"* homework sheets with your parent, caregiver, or trusted adult.
- Please let me know if you prefer a Spanish version of the homework sheet.
- Also, please let me know if you would like a printed article to read for your homework instead of watching an online video.

## ***Rights, Respect, Responsibility*** (Grade 6)

### **Liking and Loving—Now and When I'm Older**

#### **Lesson 6**

## **Reminders**

- Let's review our ground rules and procedures as a class.
- Remember to use the Anonymous Question Box!

## **Introduction**

***Affection is our feeling of liking and love for others.***

- ❖ Who are people we might feel affection for?
- ❖ How do we let people know we like or love them?
- ❖ What have they done to let us know they care about us?

## **Class Activity: "Ways to Show Affection"**

- 1) **I am going to hand an index card to you.**
  - 2) **Think** of family members, friends, or a person you might have started liking as more than a friend.
  - 3) **Write down** 3 different ways you have shown affection for those people on your index card. Please do not show your cards to other students.
- **For example:** *Growing up, we showed each other affection by taking the time to have meals together as a family.*

## **Class Activity: "Ways to Show Affection"**

- 4) Now you are going to come up to the front one at a time and write down something on your group's list.
- 5) If someone has already written what you were going to write, pick another example from your card to write.
- 6) If all of your examples have been used, you may sit down.

## **Class Discussion: "Ways to Show Affection"**

Looking at our 2 lists:

- Why do we these things for people?
- How do these things show that we like/love other people?

**In the end, liking and loving—as well as being liked or loved—feels good. Doing these things with people that we care about feels good.**

## Ways to Show Affection to a Romantic Partner

- When you get older, you may have a romantic partner, such as a boyfriend or girlfriend.
- When you are in those kinds of relationships, there may be different ways you will want to express your affection or love—which may or may not include doing something sexual together.
- Some of these behaviors are more appropriate for younger people (such as holding hands or kissing).
- Others are more appropriate when you're older.
- And some of these are more appropriate when you are in committed relationships, such as marriage, or when two people date only each other for a long time.

## Waiting...

- One behavior that people your age should wait to do together until they are older is *sexual intercourse*.
- How many people have heard that term "*sexual intercourse*" before?
- What have you heard it means?

## Benefits of Waiting

- Let's think only about vaginal sex (penis to vagina) for a moment. What is something that can happen as a result of vaginal sex?
- When semen, which is a fluid that comes out of a penis that contains hundreds of millions of sperm, gets inside a vagina, there is a chance for pregnancy.
- In addition, vaginal, anal, and oral sex can put one or both partners at risk for a sexually transmitted infection, or *STI*.
- Keep in mind, a pregnancy and dealing with an STI are really big things! That's why it's best to wait until you're older to do any of these sexual behaviors.

## Why Wait?

**Why do you think it is important to wait until someone is in a long-term committed relationship, or is married, to do some of these sexual behaviors?**

## Abstinence

- When someone waits to do something until they are older, or until some other time, that's called *abstinence*.
- Abstinence doesn't mean you will never do that thing.
- When it comes to sexual behaviors, abstinence is the only 100% sure way for you to avoid getting pregnant, causing a pregnancy, or getting/giving someone an STI.
- And remember, there are lots of ways you can show other people that you like them or love them that doesn't involve doing something sexual with them!

## Before You Go...

**Before you leave today, write down on your "*Exit Slip*":**

- **1 thing that you learned today and**
- **1 thing you still have questions about.**

## Homework

- 1) Complete the *"For Students: A Conversation About Sex"* on your own.
  - 2) Your Parent or caregiver should complete *"For Parents/Caregivers: A Conversation About Sex"* on their own.
  - 3) Together, share your answers and complete the *"How'd We Do?"* worksheet.
- > Please let me know if you would prefer this homework sheet in Spanish.

## ***Rights, Respect, Responsibility*** (Grade 6)

### **Learning about HIV**

#### **Lesson 7**

## **Quiz**

- Can you get a sore throat from someone?
- Can you get allergies from someone?
- Can you get a broken arm from someone?
- Can you get lice from someone?
- Can you get cavities from someone?

**Do you have any questions about whether a certain illness is *communicable* or not?**

## **Reminders**

- Let's review our ground rules and procedures as a class.
- Remember to use the Anonymous Question Box!

## **HIV**

### **Human Immunodeficiency Virus**

- Human means it's a people disease. You can't get it from or give it to a pet or other type of animal.
- Immunodeficiency is two words put together. **Immuno** means the immune system, which helps us fight diseases. A **deficiency** refers to when something is lacking.
- So basically HIV is a virus—a microscopic organism—that attacks our immune system and makes this system weak so it's harder for the body to fight off other infections
- HIV is the virus that causes AIDS.

## **Introduction**

- What is a communicable disease?
- What is a non-communicable disease?
- *Communicable* diseases are caused by tiny organisms, or germs, that are contagious. Not all infections, however, are contagious.
- *Non-communicable* diseases are those that cannot be spread from one person to another.

## **Is There a HIV Vaccine?**

The way that people usually keep from getting a virus is by a vaccine, which is an injection or shot that protects someone from getting the disease. For example, a lot of people get vaccines for the flu, chicken pox, or measles.

**But there is no vaccine for HIV.**



## HIV Treatment

- There are some effective treatments, called *antiretroviral therapy*, that can reduce the likelihood of transmitting HIV to others, slow the way HIV grows in a person's body, and prolong the life of someone with HIV.
- There are also treatments for the illnesses that HIV can cause.
- But once someone is living with HIV, there is currently no way to rid the body completely of HIV.

**With treatment, people living with HIV have a normal life expectancy.**

## Summary

- Now that you know HIV is not easy to transmit, can you give an example of some things you can do with a friend or family member who is infected with HIV that are perfectly safe (meaning they cannot transmit HIV)?
- For example, you can hug someone with HIV, you can give someone a kiss on the cheek, you can share food with them. What else?
- 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 or family members to people we know with HIV or AIDS.
- All people are at some risk for HIV and the only way to know for sure if someone has HIV is to get tested at a local health clinic.

## HIV Transmission

Since there is no HIV vaccine and no way to rid the body of HIV once someone has it, let's learn how this virus is transmitted so we can know how to avoid getting it or manage the virus if we're born with it.

- Luckily HIV is hard to get. It's not easy to transmit like a cold or the flu.
- HIV is not found in sweat, tears, saliva, or urine.
- HIV can only be transmitted through one of these infected body fluids: **blood, semen, pre-ejaculate fluid, vaginal fluids, or breastmilk.**
- HIV can only be passed from a person who already has HIV in their body. If two people come into contact who are not infected with HIV, they cannot give it to one another.

## Homework

- Complete the "*HIV and AIDS*" homework sheet using the website provided.
- Please let me know if you would like a printed article to use for the homework instead of the website research.

## Class Activity: "Facts about HIV"

- 1) In pairs, complete the "*Facts about HIV*" worksheet.
- 2) Now let's review the answers as a class.

## ***Rights, Respect, Responsibility*** (Grade 6)

### **Protecting Your Health: Understanding and Preventing STIs**

#### **Lesson 8**

## **Introduction: HIV**

We're also going to be talking about HIV, which stands for **Human Immunodeficiency Virus**.

- The "Human" part means only people can get HIV from and transmit it to other people. A person cannot get HIV from a cat or dog or any other non-human animal, or vice versa.
- "Immunodeficiency" is actually two words stuck together. You might remember from the last lesson that our *immune system* is the system in our body that fights off infection. A *deficiency* is when something isn't working the way that it should.

## **Reminders**

- Let's review our ground rules and procedures as a class.
- Remember to use the Anonymous Question Box!

## **Human Immunodeficiency Virus**

- So when a person has HIV, they have a deficient immune system, meaning infections that their body could usually fight off on its own are harder or even impossible to fight off.
- HIV is a virus that weakens the immune system and, if not successfully treated, can become a medical condition called AIDS.

## **Introduction: STIs**

Today's lesson will be about **Sexually Transmitted Infections (STIs) and HIV**.

- A *sexually transmitted infection* means an infection that a person can get from another person when they do something sexual with that person.
- You can only get an STI from someone who has one.
- You may have heard *STI* or *STD* used out in the world—"I" refers to Infection and "D" refers to Disease.
- *STI* and *STD* mean very much the same thing, and for the purposes of this lesson, we will use the term "STI."

## **Class Activity: "STI Clues"**

**There are many STIs, but they tend to have a few things in common. You are going to be assigned an STI and you have to figure out which one it is!**

- 1) Each group will receive an "STI Clue Worksheet," which has some clues on it.
- 2) Around the room are clue sheets with characteristics of different STIs. Your job is to go around the room, and based on what's listed on those sheets of paper, determine which STI your group was assigned.
- 3) When you find something that doesn't apply to your STI, cross it off your list. By the end, you should have an answer!

### Class Activity Review: “STI Clues”

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Let’s share out and check our answers!

### Class Activity: “High/Low/No Risk”

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Bring your answers up and tape them beneath the headings that say:

- > *High Risk for STIs*
- > *Low Risk for STIs*
- > *No Risk for STIs*

### Class Activity: “High/Low/No Risk”

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- One thing all these STIs have in common is that they can be transmitted through sexual behaviors.
- But some behaviors put people at a higher risk than others.
- We’re going to do an activity now where we will look at which behaviors carry a *lot of risk*, which ones put people at *some risk*, and which have *no risk* for transmitting STIs.

### Class Discussion: “High/Low/No Risk”

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- A key point about STIs and your risk for them is that one person has to have an STI in order to give it to someone else. None of these behaviors, including the high risk behaviors, can spontaneously create an STI.
- STIs are caused by bacteria, viruses, or parasites.
- This means that just as a person can be exposed to an STI by someone who has one, people can also **take specific steps to lower or eliminate their chances of getting one.**

*Do you have any questions?*

### Class Activity: “High/Low/No Risk”

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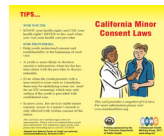
**Instructions:**

- 1) In your same groups, you are going to get a list of sexual or intimate behaviors that people can do.
- 2) Read each of them and decide together whether you think this behavior is **High Risk for STIs**, **Low Risk (some risk but less) for STIs**, or **No Risk for STIs**.
- 3) Make 3 piles on the desk in front of you as you categorize the risk of each behavior for STIs.

### California Minor Consent Laws

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I will distribute a *California Minor Consent Laws* card to each student. It contains information on the legal rights of minors to access sexual health services.



The image shows a yellow card titled "California Minor Consent Laws" with text and a small illustration of a doctor and a patient.

## Your Right to Access Sexual Healthcare

- Any student of any age may legally and confidentially obtain condoms to protect themselves from STIs and HIV, and minors 12 years and older may confidentially get tested and treated for STIs and HIV.
- Students in California may also leave school during school hours to attend a sexual health care appointment.
- If a student wishes to pursue this option, please talk with your School Nurse or Counselor to arrange this appointment.

**It is best to talk to a parent, caregiver, or another trusted adult if possible about your need for these services. However, if you need to seek care without telling your parents, you may legally do so.**

## Homework

*None!*



## ***Rights, Respect, Responsibility*** (Grade 6)

### **Understanding Boundaries**

#### **Lesson 9**

## **Reminders**

- Let's review our ground rules and procedures as a class.
- Remember to use the Anonymous Question Box!

## **Introduction**

- Have you ever heard the term *boundary* before?
- A *boundary* is a limit placed on something. It can be an actual physical boundary, like a sign that says "Do Not Enter" or a rule about how society works, like the law that says you can't drive a car until a certain age.

## **Boundaries**

- Today's lesson is going to focus on personal boundaries.
- Personal boundaries are the boundaries we set for ourselves about what we are and are not comfortable with.

**Can anyone think of examples of when people might set personal boundaries?**

## **Respecting Boundaries**

- Can you give me an example of physical boundary that you have?
- Has anyone ever had someone not respect your physical boundary? How did that feel?
- Is anyone willing to share about a time when you did not respect someone else's boundary?
  - Why did you do that?
  - How did you know you'd gone over the boundary?
  - What did the other person do in response?

## **Sexual Boundaries**

- Clearly people don't like it when they have a boundary and someone else doesn't respect that boundary.
- As you get older and have a romantic partner, the issues of boundaries might have to do with sexuality, which can sometimes make setting boundaries more sensitive to discuss.

### Class Activity: “Setting and Respecting Boundaries”

- Now you are going to work in groups on a worksheet with some scenarios on it.
- Each scenario asks you to discuss how the characters should handle the situation.
- Complete the sheets in your groups.

### Class Discussion: “Setting and Respecting Boundaries”

- Let's read through the examples and how you thought the characters should respond.
- As we share, I'll write down key words and messages that we want to remember.

## Key Words and Messages

### Class Discussion: “Setting and Respecting Boundaries”

- Look at our list and tell me what themes or lessons you notice.
- It's important to know and be clear about your own boundaries, and to find out about what someone else's boundaries are, even if they change.
- As you can see from the scenarios, sometimes communication boundaries need to be set and sometimes physical boundaries need to be set.

## Sexual Harassment

- Have you heard the term *sexual harassment* before?
- Sexual harassment is when someone says, texts, or does something sexual to another person that the other person does *not* want to hear, receive, or have done to them.
- Sexual harassment can take many forms, such as jokes, texts, pictures, comments, gestures, grabbing someone's clothes in a sexual area, or pressuring someone.
- Sexual harassment can be intentional or unintentional.

## Sexual Harassment

- The main point is that if *the person being sexually harassed tells the harasser to stop*, even once, and the harassment continues, ***then sexual harassment has occurred.***
- **Since sexual harassment is prohibited by law, tell an adult at the school or another trusted adult immediately so that the behavior can be stopped.**

## Rape and Sexual Assault

Who has heard the terms *rape* or *sexual assault* before? What do you think these terms mean?

- Rape usually involves some sort of forced intercourse—vaginal, anal, or oral.
- If a person does other sexual things to another person who didn't want to do those things, that's considered *sexual abuse* or *assault* and it is just as wrong as rape.

## Rape and Sexual Assault

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## Rape and Sexual Assault

- Rape and sexual assault are extremely serious because they can hurt someone physically and emotionally.
- **They are not just wrong, they are crimes.**
- So if you aren't sure what another person's boundaries are—or, like Jamie, push it a bit to see if the other person will give in—you may end up committing a crime.

## “YES” Means “YES”

- This is another reason why clear communication is so important!
- If you're not sure how someone else is feeling, or what they want to do or not do, ask.
- Make sure an audible, clear, and enthusiastic **YES** is heard from the other person before continuing.
- This is called *affirmative consent*.

## You Can Change Your Mind!

- And if you don't like what you're doing sexually with another person, say you want to stop—and then stop.
- The other person should stop at this point as well, even if you changed your mind.
- *It is your right to change your mind* and communicate this decision to your partner.
- If the other person does not stop and continues to touch you sexually, this is *sexual assault*.

## Rape and Sexual Assault

**The most important message I want you to know is that the person who does not respect boundaries—the person who pushes the boundaries or assaults or rapes another person—is always the one responsible for what happens.**

## Rape and Sexual Assault

If someone does sexually assault or rape another person, it is *never* the fault of the person who has been assaulted or rape. The abuser or rapist is always in the wrong—it doesn't matter what the person who was raped was wearing, or whether they knew each other, were a couple, or had done something sexual together before.

## Sexual Consent

- If you're about to be involved in a sexual situation, make sure both partners clearly say **YES** before beginning (and check in along the way!).
- If someone says NO, you need to stop what you are doing. If someone doesn't answer, that is *not consent*. If you don't like what someone is doing, say NO really clearly.

## Sexual Consent

- *NO means NO—every single time.*
- Even if someone is silent, *they have not given consent.*
- A person must clearly and on their own say YES before consent is given.

**YES means YES!**

## Getting Help

- It's always best if you can talk with a parent/caregiver about something serious that's happened to you or someone you know.
- You can also always talk with another trusted adult, like someone here at school, your doctor, or a clergy member.
- But sometimes, people—both kids and adults—find it really hard to talk about sexual assault to someone they know.

## Student Support Website

Our district's [Student Support website](#) has several sexual assault and abuse organizations listed that have 24 hour hotlines and chat lines, which can offer comfort and advice to anyone who is a victim of sexual assault.

**In the end, it doesn't matter who you talk to about this—what matters is that you *tell someone* so it stops and the person can't do it to anyone else.**

## Homework

- Complete the "What's Your Advice?" homework sheet with a parent or caregiver.
- Please let me know if you would prefer the homework sheet in Spanish.



## ***Rights, Respect, Responsibility*** (Grade 6)

### **Being Smart, Staying Safe Online**

#### **Lesson 10**

## **Reminders**

- Let's review our ground rules and procedures as a class.
- Remember to use the Anonymous Question Box!

## **Introduction**

Have you ever heard the saying, "Don't Talk to Strangers?"

How might this 'rule' change when we communicate online?

## **Introduction**

- The Internet gives people a wide range of opportunities to connect with or learn from people who may not be in your circle of close friends—whether through games, social networking, blogs, instant messaging, forums, etc.
- While this can be great, connecting with people online occasionally can carry risks.
- Therefore, it's important to know how to deal with inappropriate situations if they arise.

## **Class Activity: "Take Three"**

- You are going to watch a [video](#) of three teens sharing their experiences about connecting with people online.
- Pay attention to the positives and negatives that each teen mentions.
- Now that the video is over, complete the "Take Three" handout with a partner.

## **Class Discussion: "Take Three"**

- What positives and negatives did Randy, Aseal, and Renee talk about in the video?
- What advice did they share in the video that you think is important?
- Would you add any advice of your own?
- Renee said sometimes she has a "gut feeling" that something is wrong online. Have you ever had that "gut feeling," whether online or in real life? What does that feel like?

## Class Discussion: “Take Three”

**That gut feeling is there for a reason—it’s kind of like an internal warning system. If something doesn’t feel quite right, chances are it isn’t. So it’s important to pay attention to that feeling and at least get out of the situation that is making you feel that way. That way you have a chance to think about *what* was making you feel that way and *why*.**

## Internet Safety

- Remember that Randy and Aseal used the word “harass” in the video to describe awkward or annoying interactions with strangers online. Aseal says he was harassed during a game when someone he didn’t know said mean things about him.
- Online flirting can sometimes be a less obvious form of harassment (when the flirting is unwanted).
- *Remember – Many online networking sites have age restrictions!*

## How Would You...

- How would you handle someone walking up to you on the street and making crude or sexual comments?
- How would you handle someone trying to flirt with you on the street?

**The same kinds of situations can happen online. Sometimes it’s obvious that what a person is saying online is wrong or even harmful. Other times people may flirt online and warning signs are not always so obvious.**

## Flirting Can Be Risky

- Flirting can be normal among middle school students. When flirting is done face to face, it might feel comfortable.
- However, it quickly can become uncomfortable online, even when it’s with people that you may know. This is because people sometimes say things online that they might not say in person.
- When talking online with people you don’t know in person, flirting and other sexual talk is *risky behavior*.

## Flirting Can Be Risky

- There are times when flirting can lead to an ongoing relationship with a stranger that seems deep and personal. But this is tricky because some people online don’t actually have your best interest in mind.
- If the person you’re flirting with online says anything inappropriate or sexual, and especially if that person is older than you, *stop talking right away and tell a trusted adult about it.*

## Class Activity: “Internet Traffic Light”



- 1) Take a look at the “Internet Traffic Light” worksheet.
- 2) Let’s review the “Internet Safety Tips” listed at the top of the worksheet.
- 3) Keep these rules in mind as you start this next activity.

### Class Activity: “Internet Traffic Light”



- 4) Each student will need a **green** card, **yellow** card, and **red** card.
- 5) In small groups, read the directions on your worksheet and decide whether each activity is a green, yellow, or red light situation.
- 6) When you have made your choice, take one of your “lights” and place it face down in front of you.
- 7) When everyone is done with that question, flip your cards over and discuss the choices you made. Decide as a group which one is best.
- 8) Write down the choice your group made for each question and why.

### Class Discussion: “Internet Traffic Light”



- What are some positive things and what are some of the negative things about connecting with people online?
- In what online situations should you get a “gut feeling” that tells you that you may be at risk?
- What are some rules for staying safe when talking and messaging online?

### Homework

- Take the most important points about being safe online from today’s class. What do you think other students need to know?
- Create a **poster** teaching other kids about Internet safety.