



Handout I-1: Student Objectives & Agenda

Lesson I: Introductory Class



Student Objectives:

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

1. Explain the syllabus outline and have a concept of what the class will include.
2. Recognize the issues surrounding confidentiality and the sensitivity of the material to be discussed in the curriculum.
3. Begin to assess their personal knowledge, attitudes, beliefs, and learning needs regarding sexuality and relationships.
4. Evaluate depictions of sexuality in two different TV genres and magazines.
5. Reflect on the creation of social and sexual relationships and how this applies to their own lives.



Agenda (a 10-minute break will be included):

- ___ Introduction
- ___ Review class rules, procedures, and confidentiality
- ___ Set up resource binder
- ___ Discuss syllabus
- ___ Complete Pretest and discuss answers
- ___ Complete *My Learning Needs* handout
- ___ Large-group activity -- analyzing music videos
- ___ Small-group analysis of commercials or magazines
- ___ Whole-class discussion and summary
- ___ Outline of this lesson's assignment
- ___ File handouts in binder

Available break activities today are:



Handout I-2: Suggestion for How to Organize Your Resource Binder

Develop a system that makes things easy to find when you come back to the binder in the future. This will involve labeling the dividers any way you like and that makes sense to you.

Here is a suggestion of sections you may want to set up:

Tab 1: Syllabus and Rubric

Tab 2: Lesson I: Introduction: Views of Sexuality

Tab 3: Lesson II: Sexual Anatomy

Tab 4: Lesson III: Reproductive Health

Tab 5: Lesson IV: Sexual Responses & Partnered Sex

Tab 6: Lesson V: Contraception & Sexually Transmitted Infections

Tab 7: Lesson VI: Introduction to Dating

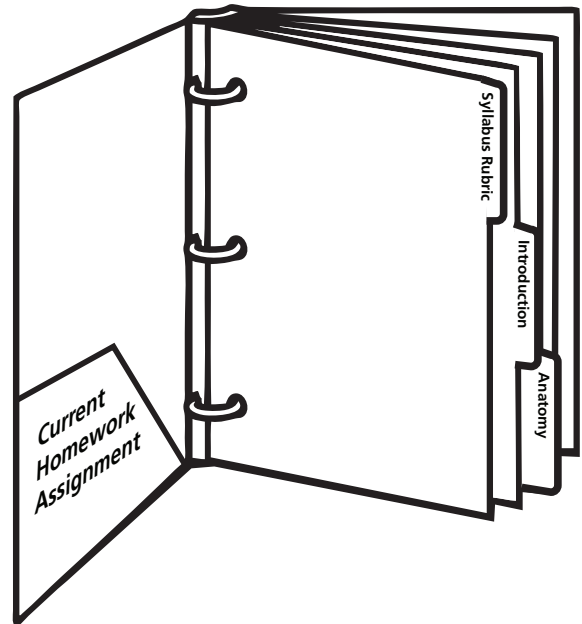
Tab 8: Lesson VII: The Dating World

Tab 9: Lesson VIII: Stages of Relationships & Maintaining Relationships

Tab 10: Lesson IX: Attitudes, Values, & Differences

Tab 11: Lesson X: Sexual Intimidation

Tab 12: Lesson XI: Final Lesson & Course Evaluation



1. Each week start by filing the *Objectives & Agenda*. Then file each handout behind that as it is given out.
2. When you are given an assignment, either file it at the back of the week's handouts, or if you want to make sure you remember it, put it in the pocket at the front of the binder until it is completed.
3. File completed assignments in the section where they apply.



Handout I-3: Syllabus

Course Description

This course is designed to allow students to explore their attitudes and values regarding healthy sexual relationship development. Information will be shared about human anatomy, reproduction, contraception choices, sexual orientation, sexually transmitted infections, sexual coercion, and building relationships with emphasis on the development of positive personal strategies.

The class materials are presented in a multisensory fashion, with the class structure including lectures, small- and large-group discussions, video clips, role-playing, and visual presentation of the material. Each lesson includes specific learning objectives linked to the topic and a homework assignment.

Course Schedule

(Topic details may change according to needs of the students. If this happens, students receive a new schedule.)

DATES	TOPIC	ASSIGNMENT	DUE DATE
Lesson I	Class introduction: Views of Sexuality	Answer written questions about body changes you experienced during puberty and who taught you lessons on puberty. Share the information in next class.	
Lesson II	Sexual Anatomy	Find facts on sexual health websites and share them in next class.	
Lesson III	Reproductive Health	Prepare for quiz on Lessons II and III and take Pregnancy Facts quiz.	
Lesson IV	Sexual Responses & Partnered Sex	Participate in Internet scavenger hunt about sexually transmitted infections (STIs).	
Lesson V	Contraception & STIs	Complete table about sensory sensitivities and bring to share in next class.	
Lesson VI	Introduction to Dating	Answer written questions about planning for independence and preparing to date. Share answers in next class.	
Lesson VII	The Dating World	Read online about a dating topic, write three facts about the topic and share in next class.	
Lesson VIII	Stages of Relationships & Maintaining Relationships	Create your personal plan for the next step and watch online video (<i>A Class Divided</i>). Answer written questions and share answers in next class.	
Lesson IX	Attitudes, Values, & Differences	Write facts about ages of consent and watch short videos about Internet dangers. Share facts in next class.	
Lesson X	Sexual Intimidation: Harassment, Aggression, and Abuse	Prepare for the final class evaluation.	
Lesson XI	Take test Complete evaluation of class Meet individually with instructor for feedback	None. Last class.	



Handout I-4: Learning Rubrics

The instructor takes notes on each student's performance after each class to keep track of students' progress. (Students receive informal feedback as the class progresses and formal feedback half way through the course and after the final class.) Not all aspects of the rubrics apply to every lesson.

Each student is evaluated according to the areas listed below.

				Comments
Prepares Materials				
Brings paper, pencil/pen	Yes	No	N/A	
Brings resource binder	Yes	No	N/A	
Reads any required reading materials (journal articles, PowerPoints, books, etc.)	Yes	No	N/A	
Hands in homework assignment	Yes	No	N/A	
Completes homework assignment	Yes	No	N/A	
Utilizes Resource Binder				
Tracks own due dates for tasks/assignments without prompting	Yes	No	N/A	
Keeps binder organized using tabs for each lesson	Yes	No	N/A	
Stores needed papers in order by subject or topic	Yes	No	N/A	
Able to find resources (such as website listed) in binder when asked	Yes	No	N/A	
Class Participation				
Attends class	Yes	No	N/A	
Is on time for class	Yes	No	N/A	
Follows established rules or procedures	Yes	No	N/A	
Respects other opinions even when different from own	Yes	No	N/A	
Speaks clearly and at appropriate length	Yes	No	N/A	
Avoids repeating self and dominating conversation	Yes	No	N/A	
Listens to speaker	Yes	No	N/A	
Asks speaker appropriate questions	Yes	No	N/A	
Asks questions to clarify understanding	Yes	No	N/A	
Makes relevant comment about the topic	Yes	No	N/A	
Improves on initial test scores	Yes	No	N/A	
Application of Personal Strategies in Real Life				
Appropriately shares relevant examples of how the topic applies to real life	Yes	No	N/A	
Appropriately reflects on ways that learning about this topic may change an aspect of own behavior.	Yes	No	N/A	
Able to describe something student has done as a result of learning about this or a previous topic	Yes	No	N/A	

Instead of letter grades, each student receives feedback on his/her progress throughout the class using the following three categories:

Skilled Learner: Can complete class expectations without teacher intervention. Always contributes appropriately to discussions, listening to others and responding. Able to decide on his/her own when and where to make adaptations. Significant improvement between pre- and posttest scores (if applicable). Can utilize resource binder to provide at least one resource for each of the lesson topics. Has been able to reflect on personal use of strategies and (where appropriate) apply them to real life (such as moving to the next relationship stage). Student's end-products meet all criteria for each lesson.

Intermediate Learner: Able to develop quality products within the deadline but needs considerable assistance from the instructor(s). At times contributes relevant information to discussions or responds appropriately to others, but on an inconsistent basis. Student demonstrates expertise in some areas, yet lacks skills in others. Some improvement between pre- and posttest scores (if applicable). Can utilize resource binder to provide at least one resource for about 50% of the lesson topics. Sometimes able to reflect on personal use of strategies and (where appropriate) apply them to real life, but on an inconsistent basis. Instructors consider students' personal strengths throughout the class but also hold students accountable in area of weaknesses.

Initial Learner: Student struggles to understand the topics, frequently needing to have topics repeated and to be shown what to do to complete tasks. Rarely contributes relevant information to discussion or talks too much and doesn't listen to others. No or little improvement between pre- and posttest scores (if applicable). Able to use resource binder to provide at least one resource, but requires assistance. Student struggles to reflect on personal use of strategies and how these may apply to real life.



Handout I-5: Sample Pretest

PRETEST: CHECK YOUR KNOWLEDGE

Name: _____ Date: _____

Do this pretest before we start this class to see what your basic knowledge is about some of the things you'll be learning about this semester.

Circle T (true) or F (false) for each question.

1. Friendship is the first step in making a long-term relationship.	T	F
2. Physical intimacy with a partner can include inter- and outer-course sex.	T	F
3. Women do not masturbate.	T	F
4. In the United States (as in most westernized countries), hate crime laws include people of different races, disabilities, but not sexual orientation.	T	F
5. Understanding flirting is often difficult for individuals with ASD because they often misread the subtle signals that other people are communicating.	T	F
6. "Coming out" means understanding and accepting your own feelings about your homosexuality and disclosing this sexual orientation to others.	T	F
7. The most common sexually transmitted infections among college students are gonorrhea, chlamydia, and HPV.	T	F
8. Pregnancy can occur the first time a female has intercourse.	T	F
9. It is alright to skip steps in the stages of romantic relationships (such as expecting to be in a deep, intimate relationship with someone you have just met).	T	F
10. You have a sexual problem if you have nocturnal emissions ("wet dreams").	T	F
11. The HIV virus is not transmitted by oral sex.	T	F
12. Hypersensitivity (oversensitive) to touch is common in people with ASD and can lead to discomfort during sexual activity.	T	F
13. Messages in music videos are often sexual and provocative.	T	F
14. Forced intercourse between an adult and a child or teenager is the only time someone can be charged with statutory rape.	T	F
15. An ally is any non-GLBT person who supports and stands up for the rights of GLBT people.	T	F

Adapted from Strong et al. (2005). *Study Guide for Human Sexuality: Diversity in Contemporary America* (p. 9, 10, 19, 20). New York, NY: McGraw Hill Education. This material was reproduced with permission of The McGraw-Hill Companies.

From C. Davies & M. A. Dubie, *Intimate Relationships and Sexual Health*. Shawnee Mission, KS: AAPC Publishing. ©2012. www.aapcpublishing.net



Handout I-6: Student Views

My Learning Needs

Circle below the information that you think would be most helpful for you to learn about during our class.

- How to interpret nonverbal behavior
- Flirting
- Dating issues
- How to use nonverbal behavior
- How to interpret overt (like pornography) and covert (like a commercial) information about sexuality on TV, in magazines, etc.
- Understanding religious and cultural beliefs and values and how they relate to sexuality
- Legal issues and abuse within a relationship
- Communication differences between men and women
- Making and keeping friendships
- How to develop a long-term relationship
- Assertiveness
- Decision making about relationships or sexual activities
- Masturbation
- Sexual behavior involving another person (such as kissing, sexual intercourse)
- Sexual anatomy
- Sexual fantasy
- Sexual dysfunction
- Sexual abstinence
- Safe sex and sexually transmitted infections.
- Contraception
- Sexual orientation (heterosexuality and homosexuality)

Other things I would like to learn about are: _____



Handout I-7: Large-Group Discussion – Sexuality and Music Videos

Many people watch hours of music videos each day. What effect does this medium have on their sexuality?

As you watch the two music videos, think about the questions that we will be discussing:

1. Write the song titles and artist's names.
2. Was there a message or messages in each song? If so, what was it?
3. What were the images (such as symbols, lyrics) that helped to convey the message?
4. What kind of body language was used? How did it reinforce the messages?
5. What clothes were worn? Was there a difference in style between men's and women's clothing?
6. What else did you notice?
7. Did the videos have any content related to sexuality? If so, was the view sex-positive (a good thing), sex-negative (a bad thing), or neutral?
8. What did you learn as a result of watching these videos?

Adapted from Strong et al. (2005).

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Handout I-8: Small-Group Activity 1 – Sexuality and Commercials

Elect one person to be the scribe and write down the group's answers to the following questions. Watch the two commercials and discuss as follows:

1. What products were the commercials trying to sell?
2. What images (clothes, characters, scenery) were provided to encourage vulnerability and/or desire for the product?
3. What poses and body language were used?
4. What kinds of background music were used to sell the products?
5. What do you think the message is that you will get or become if you buy these products?
6. Were you comfortable with the sexuality-related values reflected in the advertisements?
7. As a result of this advertisement, would you buy this product? Why or why not?
8. Is your view of these commercials different now that you have analyzed them than it would be if you just saw them while watching a TV show on your own?

Adapted from Strong et al. (2005).

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Handout I-9: Small-Group Activity 2 – Sexuality and Magazines (adapted from Strong et al., 2005b)

Elect one person to be the scribe and write down the group's answers to the following questions. Look at the two magazines and discuss as follows:

- 1, What are the titles of the magazines?
2. What are the images on the covers? What are people wearing? What is their body language and facial expression?
3. What are the cover stories used to sell the magazines?
4. Did the cover stories have content related to sexuality? If so, was the view sex-positive (a good thing), sex-negative (a bad thing), or neutral?
5. What were the sexuality-related values that were reflected on the covers? Were you comfortable with this?
6. As a result of the covers, who do you think would buy the magazines?

Adapted from Strong et al. (2005).

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Handout I-10: Assignment

Answer the following questions. You can write the answer in the spaces below, dictate your answers to someone else who writes them, or type the answers on a separate sheet. Keep your answers in your binder and be prepared to share them in our discussion next week in class.

- Often in fourth or fifth grade, boys and girls are separated into two rooms so they can learn about their anatomy without students of the opposite gender in the same room. Did you attend the “girl” or “boy” movie at your school? If you didn’t, why not? If you did, was it helpful? Or embarrassing?
- Did you learn from another person, book, or resource about the changes your body would go through during puberty?
- At what age do you think most people begin to go through puberty? Is this different for males and females? Do you think there are difficulties for people who experience puberty a lot earlier or a lot later than other people?
- When did you learn about what you should do in “private” and what you could do in “public”?
- Can you list at least five changes that take place in your body at puberty?
- If you are female, has anyone ever shown you how to give yourself a breast exam? If you are male, has anyone ever shown you how to give yourself a testicular self-exam?
- Who first talked to you about sex and reproduction? How old were you? Did the person use pictures or talk only?
- When you had questions, did you feel comfortable asking this person more questions throughout your life about sexual issues?

Adapted from ideas highlighted by Newport & Newport (2002).

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**Table I.5
Example of Computerized Student Record Sheet**

Student's Name _____											
Lesson	1	2	3	4	5	6	7	8	9	10	11
<i>Brings paper, pencil/pen, binder</i>											
<i>Brings any other required materials</i>											
<i>Hands in homework assignment</i>											
<i>Completes homework assignment</i>											
<i>Tracks own due dates for tasks/ assignments without prompting</i>											
<i>Keeps binder organized using tabs for each lesson</i>											
<i>Stores needed papers in order by subject or topic</i>											
<i>Able to find resources (such as website listed) in binder when asked</i>											
<i>Attends class</i>											
<i>On time for class</i>											
<i>Follows established rules or procedures</i>											
<i>Respects other opinions even when different from own</i>											
<i>Speaks clearly and at appropriate length</i>											
<i>Avoids repeating self and dominating conversation</i>											
<i>Listens to speaker</i>											
<i>Asks speaker appropriate questions</i>											
<i>Asks questions to clarify understanding</i>											
<i>Makes relevant comment about the topic</i>											
<i>Improves on initial test scores</i>											
<i>Appropriately shares relevant examples of how the topic applies to real life</i>											
<i>Appropriately reflects on ways that learning about this topic may change an aspect of own behavior</i>											
<i>Able to describe something student has done as a result of learning about this or a previous topic</i>											