Gender Roles, Gender Expectations

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people's rights to honest sexuality education.

LEARNING OBJECTIVES:
By the end of this lesson, students will be able to:

1. Name at least two characteristics that are stereotypically attached to boys and two that are stereotypically attached to girls. [Knowledge]

2. Describe their own feelings about behaviors being ascribed to a particular gender. [Affect]

Note to the Teacher: This lesson is designed to look at social roles and characteristics assigned to people based on their gender. It is intentionally set up to explore the gender binary, so the use of “boys” and “girls” is intentional.

Before Starting the Lesson: Review the section in the 3Rs Teacher’s Guide on “Using Ground Rules with this Curriculum” (pages 14-15). Establish ground rules, group agreements, or classroom norms with your students prior to instruction and refer to them as often as needed.

A NOTE ABOUT LANGUAGE:
Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him,” using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask the students, “When a baby is born, what is the first question we tend to ask?” Probe for, “Is it a boy or a girl?” Once you have heard this response, ask, “And to answer this question, where do we look – at the baby’s nose?” If students don’t feel comfortable responding (they may giggle because they know the answer but may not feel like they can say it), feel free to say, “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 that child.” (2 minutes)

STEP 2: Say to the class, “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 alien is researching is called (write the word “Boys” on the board or on a sheet of flipchart paper) a ‘boy’. How would we describe to someone who’s never encountered a boy before what boys are like?”

Ask the class to shout out answers to your prompt, “Boys are...,” telling them they shouldn’t worry about how any of them sound. Write all of the responses on the board or flipchart sheet. As you write, repeat the phrase, “boys are...” to continue to prompt the students. Continue to write until you have filled the flipchart sheet or board.

Thank the students for creating the list. Then say, “The alien appreciates all of the data you have shared. It just needs a bit more data before it heads back home. The alien would also like to be able to describe what (write the word “Girls” on the board or on a sheet of flipchart paper) a ‘girl’ is like. How would we describe to someone who’s never encountered a girl before what girls are like?” As before, ask the class to shout out answers to your prompt, “Girls are...,” telling them they shouldn’t worry about how any of them sound. Write all of the responses on the board or flipchart sheet. As you write, repeat the phrase, “girls are...” to continue to prompt the students. Continue to write until you have either filled the sheet of newsprint or have two columns filled with words that are as close to equal in length to what was generated by the class for the “boys are” list.

Thank them for their work, and let them know that the alien has left happy with all its data.

(20 minutes)

STEP 3: Ask the students to look at both lists. Ask, “What do you notice about the two lists?”

**Note to the Teacher:** Since these lists are generated by the students, what is shared can be different each time you do the activity. In some cases, there will be all positive things about one of the genders, and all negative things about the other. In other cases, it will be a mix.

Possible responses depend on what is recorded on the sheets. For example, “There are a lot of negative things about girls and more positive things about boys,” or “The stuff about boys seems to focus on ________, while the stuff about girls seems to focus on ________.”

As the students identify themes they have noticed, ask, “Are there things on these lists that are stereotypes? That apply to some, but not all, boys or girls?” The students will acknowledge that, yes, this is the case.

Go to the boys list. Ask, “Are there things on this list that can apply to girls?” An example of this might be, “be athletic.” Ask, “Is it okay if a girl is [athletic; funny; strong]?” The class is likely to say it is.

Then go to the girls list. Ask, “Are there things on this list that can apply to boys?” An example of this might be, “Be sensitive.” Ask, “Is it okay if a boy is [sensitive; sweet; dramatic]?” The response to this will be mixed; girls will be more likely to say it is okay for guys to express themselves in different ways, while boys will be more likely to say certain things are not okay for boys to be or do. Lastly ask, “How does this impact students who are transgender or gender non-conforming?”

**Note to the Teacher:** The most important question you can ask as you process these lists is, “Why do you think this is?” In asking them to reflect on what they generated on the lists, you help them to challenge the gender norms that have
been taught to them from their earliest ages.

In addition, learned homophobia is likely to come up – where boys in particular will say that doing something on the “girl” list means that a boy is “gay.” Again, challenge this idea by asking, “Why?” and pointing out that they didn’t say the same about girls doing something that was on the boy list. (15 minutes)

STEP 4: Ask the students to take out a sheet of paper. On the front board, write the phrase, “If I were a _____, one thing I’d do that I can’t do now is...” Say, “We’ve talked a bit about how we act – or are supposed to act or be – based on our gender. This is only the beginning of what’s a really complex topic. What I’d like you to do now is think about what you perceive would be different if you were a different gender.”

Ask them to copy down this phrase, fill in the name of a gender they are not and think about how they’d finish that sentence. Once they have come up with some ideas, ask them to complete the sentence stem with three things they perceive they’d be able to do if they were a different gender.

Ask whether any of the students would volunteer to read one of the ideas. After a few students have gone, ask them to write their names at the top and hand in their sheets. (8 minutes)

STEP 5: Explain the homework assignment: they are 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. Let them know they can use technology as they wish; for example, taking a photograph using a smart phone or tablet. Explain that if they only have one gender represented in their homes, they can provide an example from a favorite TV show, book, or something they’ve seen online. Distribute the homework sheets and close the class. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The students’ participation in the all-class brainstorm and discussion that follows will help the teacher fulfill the Learning Objective 1. The homework assignment will measure Learning Objective 2.

HOMEWORK:

“Gender in the World Around Us,” a worksheet they are to complete at home in which they provide examples of gender role stereotypes where they live.
Instructions:

• Go around your home and find examples of things or people that fulfill gender role stereotypes – for example, girls or women doing the kinds of things the class identified as being “for girls” or boys or men doing the kinds of things the class identified as being “for boys.”

• You can take pictures of these and attach them to your homework sheet, or provide examples from TV shows, books, the internet or just people who live at home or visit you.

Example One: _____________________________________________________________
________________________________________________________________________
________________________________________________________________________

Example Two: _____________________________________________________________
________________________________________________________________________
________________________________________________________________________

Now, find two examples of girls or women doing things that would more likely be listed on the “boy” list. Again, you can take pictures of these and attach them to this sheet, or provide examples in the space provided.

Example One: _____________________________________________________________
________________________________________________________________________
________________________________________________________________________

Example Two: _____________________________________________________________
________________________________________________________________________
________________________________________________________________________
Now, find two examples where boys or men are doing things that would more likely be listed on the “girl” list. Again, you can take pictures of these and attach them to this sheet, or provide examples in the space provided.

**Example One:**

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

**Example Two:**

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Who do you think has more flexibility around gender, boys or girls? __________________

Why do you think that is? How do you feel about it? _______________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Change Is Good!

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ADVANCE PREPARATION FOR LESSON:

• Print out the “Change Is Good” cards and cut them up.

• Mix the cards up and place an entire set in an individual envelope. Be sure each group has a set of four header sheets for each category as well (see below).

LEARNING OBJECTIVES:

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

1. Name at least one physical, social, cognitive and emotional change young people go through during adolescence. [Knowledge]

2. Identify at least two websites that contain additional medically-accurate information about puberty and adolescence for young people their age. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him,” using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities.

You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the class by saying, “You are all at a time in your lives where 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 yet. 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 you’re body’s a bit out of control at times. As we go through the lesson, and as you experience these changes, try to always remember that all of these changes are normal. They are all important parts of growing up that everyone goes through. This time of growth is called ‘puberty’ and it’s started by the natural chemicals in our bodies called ‘hormones.’” (5 minutes)

STEP 2: On the board, write the words Physical, Social, Cognitive, and
Emotional in a vertical line, one beneath the next. Say, “Although a great deal of emphasis tends to be placed on the physical changes of puberty, the changes we go through during this time are not simply physical, they are also social, cognitive, and emotional. Social changes have to do with how we interact with others. Cognitive changes have to do with how we think, process information, and learn. Emotional changes have to do with feelings and our awareness of what may or may not cause us to feel certain things.”

Ask the students if anyone can give you an example of a physical change of puberty. Write that on the board next to the word Physical. Ask what they think might change socially when you start adolescence/going through puberty. If they cannot think of one, say, “You may end up spending – or wanting to spend – more time with your friends than with your family.”

Next, ask what they think might change cognitively when they start adolescence/going through puberty. If they cannot think of an example, tell the class that an example of a cognitive change might be some temporary fogginess in how they think – followed by a clearing of that fogginess as they get older. Explain that an example of this fogginess might include forgetting to bring things with them when they go to or from school. Finally, ask for an example of an emotional change. If they cannot think of one, tell them that they may end up feeling very strong emotions out of nowhere, both positive and negative. Say, “While there’s a stereotype that only girls feel these strong emotions, students of all genders usually experience this at different times during adolescence.” (12 minutes)

STEP 3: Tell the class that you will now be doing an activity in which they will be given a number of changes people go through during adolescence and puberty and they will work in small groups to decide which category of change they are. Divide the class into groups of three students per group, and provide each small group with an envelope containing a complete set of “Change Is Good” cards, four header sheets (Physical, Social, Cognitive and Emotional), and one roll of tape. Ask the students to spread the header sheets on the desk (or floor) in front of them. They should then take out the cards, read through them together, and decide which kind of change each is. Tell them that once they all agree, they should tape each card on the corresponding header sheet. Remind them to look up at the board if they forget the definitions of any of the header terms. Tell them they will have about 10 minutes in which to do this work. (13 minutes)

Note to the Teacher: The Physical change header will have the most responses attached to it; feel free to add a second Physical header sheet, or instruct students to tape some cards to the front and some to the back of the sheet.

STEP 4: After about 10 minutes, stop the students and ask for a group to volunteer to report back what was on their Physical changes sheet. Make corrections as necessary using the “Change Is Good” Answer Key. Have a second group read their responses to what was on their Cognitive changes sheet, making corrections as necessary. Ask a third group to go through their responses on their Emotional changes sheet, making corrections as needed. Ask a fourth group to go through their responses on their Social changes sheet, also making corrections as necessary. (18 minutes)

STEP 5: Distribute the homework sheet, “Where Can I Learn More about Me?” and tell the students they each need to complete this sheet with a parent or caregiver and bring it in for
RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Teachers will assess understanding through the large group activity which achieves Learning Objective 1. For a more individualized assessment, students can put their names on the envelope they received, place their sheets/cards in the envelope, and hand them in at the end of class.

The individual homework assignments will help assess the achievement of Learning Objective 2.

HOMEWORK:

“Where Can I Learn More about Me?” homework sheets, for each student to complete online at home with a parent/caregiver and return during the next class session.
<table>
<thead>
<tr>
<th>Change Is Good Cards - Page 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grow taller (growth spurt)</td>
</tr>
<tr>
<td>Feel hungrier/Eat more</td>
</tr>
<tr>
<td>Grow breasts</td>
</tr>
<tr>
<td>Hair texture may change</td>
</tr>
<tr>
<td>Hormone surges can make your moods go up and down</td>
</tr>
<tr>
<td>Menstruation/Period</td>
</tr>
<tr>
<td>Hair texture may change</td>
</tr>
<tr>
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</tr>
<tr>
<td>Hormone surges can make your moods go up and down</td>
</tr>
<tr>
<td>Menstruation/Period</td>
</tr>
<tr>
<td>Peer pressure increases</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Wet dreams</td>
</tr>
</tbody>
</table>
Might have a hard time making up your mind, feel unsure

Experience more intense feelings - happy one minute, upset the next

Feel "paranoid" - "Everyone's looking at/talking about me!"

Might have a hard time understanding instructions the first time they're told to you

Feel like you forget things people told you just a few minutes before

Might start thinking, "Who Am I?" - try to start defining yourself as a person

Feel kind of clumsy/trip over your own feet sometimes

May feel really strong/powerful because of how your body looks
Physical
Emotional
Cognitive
Social
## Change Is Good Answer Key

<table>
<thead>
<tr>
<th>PHYSICAL</th>
<th>EMOTIONAL</th>
<th>COGNITIVE</th>
<th>SOCIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grow taller (growth spurt)</td>
<td>• Anxiety and stress can increase</td>
<td>• May want to try different, sometimes risky things</td>
<td>• Peer pressure increases</td>
</tr>
<tr>
<td>• Grow hair under arms, on legs, around genitals</td>
<td>• May feel self-conscious about how your body looks</td>
<td>• Might have a hard time making up your mind/feel unsure</td>
<td>• More interested in being with friends</td>
</tr>
<tr>
<td>• Feel hungrier/Eat more</td>
<td>• Experience more intense feelings – happy one minute, upset the next</td>
<td>• Might have a hard time understanding instructions the first time they’re told to you</td>
<td>• Start to become interested in others as more than friends/ finding a boyfriend or girlfriend</td>
</tr>
<tr>
<td>• Get acne</td>
<td>• Feel “paranoid” – “Everyone’s looking at/talking about me!”</td>
<td>• Feel like you forget things people told you just a few minutes before</td>
<td>• May have more conflict with parents/caregivers</td>
</tr>
<tr>
<td>• Hair texture may change</td>
<td>• May feel really strong/powerful because of how your body looks</td>
<td></td>
<td>• Might start thinking, “Who Am I?” – try to start defining yourself as a person</td>
</tr>
<tr>
<td>• Hormone surges can make your moods go up and down</td>
<td></td>
<td></td>
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<tr>
<td>• Wet dreams</td>
<td></td>
<td></td>
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<tr>
<td>• Hips widen</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Grow breasts</td>
<td></td>
<td></td>
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<tr>
<td>• Menstruation/Period</td>
<td></td>
<td></td>
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<tr>
<td>• Voice cracks or deepens</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Muscle growth and/or weight gain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sweat starts to smell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Feel kind of clumsy/trip over your own feet sometimes</td>
<td></td>
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</tr>
</tbody>
</table>
Instructions: With a parent or guardian, visit http://pbskids.org/itsmylife/body/puberty and click on a few links that look interesting to you. Then please answer the following questions:

1. Do you think what you found there reinforces what we talked about in class today? Why or why not?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. How can you tell this is a reliable website for information about puberty?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Next, visit http://kidshealth.org/kid/grow/body_stuff/puberty.html and click on a few links that look interesting to you. Then please answer the same questions:

3. Do you think what you found there reinforces what we talked about in class today? Why or why not?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. How can you tell this is a reliable website for information about puberty?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Parent/Guardian Signature: ________________________________________________
NSES ALIGNMENT:
Students will be able to:
AP.5.CC.1 – Describe male and female reproductive systems including body parts and their functions.

TARGET GRADE:
Grade 6 – Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:
- Projector and screen
- Computer with PowerPoint
- PowerPoint: “Sexual and Reproductive Anatomy”
- “Male Diagram” and “Female Diagram” worksheets (one each per student)
- Colored pencils (or crayons) for each student
- Homework: “Body Parts” (one per student)
- “Body Parts” Answer Key

A NOTE ABOUT LANGUAGE:
The terms “boy” and “girl” are used intentionally in this lesson to make it accessible for 6th grade students, who are more concrete learners than students in higher grade levels. While we use the terms “male” and “female” when referring to particular anatomy (the “male” or “female” reproductive systems, for example), it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl.

ADVANCE PREPARATION FOR LESSON:
Teacher should be familiar with the functioning of the reproductive systems and be prepared to respond to questions.

LEARNING OBJECTIVES:
By the end of this lesson, students will be able to:

1. Correctly identify at least two parts of the biological male reproductive system. [Knowledge]
2. Correctly describe the functions of at least two parts of the biological male reproductive system. [Knowledge]
3. Correctly identify at least two parts of the biological female reproductive system. [Knowledge]
4. Correctly describe the functions of at least two parts of the biological female reproductive system. [Knowledge]
5. Identify at least one reliable, accurate source of information about reproductive anatomy. [Knowledge]

PROCEDURE:
STEP 1: Introduce the lesson by saying “We have hundreds of different body parts. Can someone tell me a body part that almost everyone has?”

Note to the Teacher: Possible responses will range from nose, ears, elbow, heart, lungs, etc. to skeletal or circulatory system. All answers are good as the point is to demonstrate how similar humans are to each other. A student may point out that not everyone has arms, fingers, etc. Acknowledge that this is certainly true, but that most people have these parts.

STEP 2: Say, “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 and there are only a few parts that just biological females have that biological males don't have. Today, we are going to talk about those biological male and biological female parts which are part of our reproductive system.” Tell them that the reproductive system includes those body parts that are used in reproduction; that is, in making and having babies. Say, “Most people have either biological male reproductive parts or biological female reproductive parts and that most people who have biological male reproductive parts are boys and most people who have biological female reproductive parts are girls, but sometimes people can have reproductive parts that don’t match who they are.” (1 minute)

STEP 3: Distribute the Male Diagram worksheet and colored pencils or crayons. Ask the students to color each part as you discuss it and to write the name on their sheet by the correct part. Show the Male Anatomy PowerPoint slide. Point to the penis, say the word, and explain what it is.

Note to the Teacher: When the word “penis” is first said out loud, there is likely to be a big reaction – giggling, laughter, embarrassment. This is perfectly ok. Allow the students a few moments to laugh and get it out of their systems, then ask: “Why do we laugh when we hear the word ‘penis?’” Be prepared to have a brief discussion about this. It is important to acknowledge their discomfort and normalize use of the proper terms. Tell students, “It is perfectly ok to feel embarrassed or uncomfortable since we hardly hear the word “penis” or some of the other words we will discuss but it is important to learn them and practice saying them.”

Point to the opening in the penis and say, “This is the opening to the urethra. Does anyone know what comes out from here?” Take a few responses and say, “It is the opening at the tip of the penis where the urine, or pee, comes out. Once a male goes through puberty, the urethra is also where semen comes out, semen contains sperm. Sperm are tiny cells that are needed if a male decides they want to make a baby.”

Point to the testicles and pronounce the term. Say, “These are the testicles. Does anyone know what they do?” Take a few responses and say, “The testicles are two little round organs that make sperm. It takes a sperm and an egg to make a baby.” Point to the scrotum and pronounce the term. Say, “The scrotum is the pouch of skin that holds the testicles and keeps them the right temperature to make sperm.” Point back to the urethral opening and show on the diagram how sperm can be made in the testicles and travel through the male reproductive system to leave the body through the urethral opening. Also, point out the bladder and explain that this is where urine, or pee, is stored. Show how urine also travels from the bladder, through the urethra and out of the body.

Explain that these parts of the body are called genitals. Then point to the anus. Explain that this is the opening where the solid waste, or poop, leaves the body when someone makes a bowel movement. The anus and the bladder are not part of the reproductive system. (15 minutes)

STEP 4: Distribute the Female Diagram worksheet. Ask the students to color each part as you discuss it and to write in each name by the correct part. Show the Female Anatomy PowerPoint slide.
Point out an ovary. Pronounce the word then say, "Does anyone know what the ovary does?" Take a few responses and say, "The ovaries are two little round organs that store ova. Ova are another word for eggs. The ova are very small, about the size of a period at the end of a sentence, and are needed if a grown female decides she wants to make a baby. The female provides the egg, which can join with the male's sperm to make a baby. Once a female goes through puberty, the ovaries start to send out one egg each month to the uterus."

Next, say, "Before a baby is born, it is called a fetus." Point to the uterus in the interior view. Say, "Inside the female’s body is the uterus, the place where a fetus can grow if a person is pregnant."

Next, point out the vagina. Pronounce the word and say, "This is the passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born."

Next, show the Exterior Female Anatomy PowerPoint slide. Point out the vulva. Pronounce the word and say, "This is another term for the female's genitals. These parts are on the outside of her body." First, point to the urinary, or urethral opening. Say, "This is the opening in the female body where urine leaves the body. Just like males, females have a urethra that connects to the bladder and carries urine outside the body through the urethral opening." Then, point to the vaginal opening and say, "This is the opening to the vagina through which a baby is born and through which blood passes when a girl menstruates each month." Then point to the clitoris and say "This is the clitoris, located above the urethral opening, and it is very sensitive."

Finally, point to the anus. Explain that this is the opening in the body where solid waste, or poop, comes out in a bowel movement. Tell students that the anus and the urethra are not part of the female reproductive system. (15 minutes)

**STEP 5:** Ask the students to name the parts of the male and female genitals as you point to them. Help them to pronounce each word correctly by having the group say each word together several times and ask for a volunteer to say what the function is for each. Then ask: "What are some good places someone could go if they wanted to learn more about the reproductive system?"

**Note to the Teacher:** Responses that you want to encourage are books from the library or the bookstore; films or DVDs that you see in school; the school nurse; your doctor. If students suggest the internet, make sure to reinforce that the internet does have some reliable and accurate information but it also has a lot of bad and wrong information and so the internet is only a good source if they find a reliable site. The same for television or even magazines.

If students suggest friends or older siblings, tell them that, although we learn a lot from our friends, classmates and older siblings, they often don’t have accurate information so they are not generally a good source. Tell students if they learn something about the reproductive system from someone their age or from an older child or teenager, to check it out with an adult or look in a book, to find out if it is accurate.
Conclude the lesson by encouraging students to learn about their bodies and tell them that it is good to know the names of their body parts, to take care of their bodies and to feel proud of them. (7 minutes)

**RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The homework assignment is designed to assess all Learning Objectives 1-5 from each student individually.

**HOMEWORK:**

Distribute the “Body Parts” homework sheet. For homework, have students work with a family member to identify whether each part belongs to the male or female reproductive system, to identify the function for each part, and to locate one source of accurate information about reproduction.
MALE DIAGRAM
FEMALE DIAGRAM
Instructions:

- Check the box that correctly identifies who has each body part.
- Enter the letter from the “Descriptions and Functions” list on the back of this sheet that correctly identifies the description or main function for each body part.
- Locate one source of accurate information about reproduction.

<table>
<thead>
<tr>
<th>BODY PART</th>
<th>ONLY BOYS HAVE THIS</th>
<th>ONLY GIRLS HAVE THIS</th>
<th>EVERYONE HAS THIS</th>
<th>DESCRIPTION OR FUNCTION (from list on back)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. URETHRA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. PENIS</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. TESTICLES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. VULVA</td>
<td></td>
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<tr>
<td>5. SCROTUM</td>
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<tr>
<td>6. VAGINA</td>
<td></td>
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One good place to get accurate information about reproduction is:
Descriptions and Functions:

A. Carries urine from the bladder to the outside of the body.
B. Two small round organs that produce sperm, which are needed to make a baby.
C. Opening where solid waste (poop) leaves the body.
D. The reproductive system parts on the outside of the body.
E. The organ that stores urine (pee).
F. The organs that store the eggs (ova).
G. Part on the outside of the body that contains the vaginal opening, the urethral opening, and the clitoris.
H. The passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born.
I. A very sensitive part of the body.
J. Part that contains the urethra through which urine leaves the body. (In grown males, semen with sperm in it also leave the body through this part.)
K. Pouch of skin that holds the testicles.
<table>
<thead>
<tr>
<th>BODY PART</th>
<th>ONLY BOYS HAVE THIS</th>
<th>ONLY GIRLS HAVE THIS</th>
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Male Anatomy

Female Anatomy
External Female Anatomy

Reproductive Anatomy
Puberty and Reproduction

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering respect and responsibility through age-appropriate sexuality education.

ADVANCE PREPARATION FOR LESSON:
Print out the Steps to Human Reproduction Cards and cut them out. Make enough sets for each small group.

You should be familiar with the functioning of the reproductive system and human reproduction and be prepared to respond to questions. A review can be found at http://www.sexualityandu.ca/sexual-health/all-about-puberty/sexual-reproduction.

LEARNING OBJECTIVES:
By the end of this lesson, students will be able to:

1. Describe how puberty prepares the human male body for the potential to reproduce. [Knowledge]
2. Describe how puberty prepares the human female body for the potential to reproduce. [Knowledge]
3. Describe the process of human reproduction by identifying the correct order of steps involved in conception. [Knowledge]

A NOTE ABOUT LANGUAGE:
The terms “boy” and “girl” are used intentionally in this lesson to make it accessible for 6th grade students, who are more concrete learners than students in higher grade levels. While we use the terms “male” and “female” when referring to particular anatomy (the “male” or “female” reproductive systems, for example), it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl.

PROCEDURE:

STEP 1: Tell students that today you are going to discuss how puberty can prepare the human body for the potential to reproduce. Ask: “Who remembers what puberty is?”

Note to the Teacher: Answers might include a normal part of growing up when our bodies change from being a child’s body to an adult body. Tell students that puberty typically begins anywhere from age 8–16 years old – usually a little earlier for female bodies than male bodies – and continues all the way until a person reaches their full adult height, sometime in the later teens for female bodies and up to the early twenties for male bodies.

Say, “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 mainly. Hormones are the natural chemicals our bodies make."

(3 minutes)

**STEP 2:** Start the PowerPoint with Slide 1 and say, "Who can remember the names of the male body parts that we talked about in the previous lesson?" Together with the students, name the parts on the diagram.

*Note to the Teacher: You may want to provide a word bank to help students to remember the names.*

Next, show Slides 2 and 3 of the female body and again ask "Who can remember the names of the female body parts that we talked about in the previous lesson?" (9 minutes)

**STEP 3:** Tell students: "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 and female bodies start to produce a lot more estrogen and a little bit of testosterone. All of these changes happen because of the new surge of these hormones."

Show students Slide 4 that has both the male and female interior diagrams on it together. Explain to students that only some of the male and female body parts are needed for reproduction and therefore are part of the reproductive system. Say, "On the male diagram, the parts that are used in reproduction are the testicles, penis, urethra and vas deferens." Say, "On the female diagram, the parts that are used in reproduction are the uterus, ovaries, fallopian tubes and vagina." (3 minutes)

**STEP 4:** Tell students: "Through the production of testosterone and estrogen, the reproductive system becomes able to reproduce or make a baby." Tell them that you are now going to explain to them how conception occurs.

*Note to the Teacher: As you go through the process of conception, use the diagrams of the interior male and female bodies to help to explain each of these processes. The description below is a suggestion for explaining the process of human conception. Details can be added from the approved teacher's resources on the Sexual Health Education Program's Curriculum webpage: [www.sandi.net/staff/SHEP/curriculum](www.sandi.net/staff/SHEP/curriculum). (You must be logged into the Staff Portal to view this page.)*

Say, "When puberty begins, testicles, which is where most of the hormone testosterone is produced, start to produce sperm. Sperm are tiny cells that are needed to reproduce. For reproduction to happen, the sperm exit the testicles and travel up through the two small tubes called the vas deferens. After they pass through the vas deferens, the sperm cells mix with semen. Semen is a fluid that helps to protect and nourish the sperm and make them able to fertilize an egg. After the sperm mix with the semen, they travel up through the urethra in the penis and out of the tip of the penis. This is called an ejaculation."

Show Slide 5 and say, "When puberty begins, ovaries, which produce most of the hormone called estrogen, start to release an egg, called an ovum, about once a month. The process of the ovary releasing an ovum is called ovulation. When ovulation occurs, the egg or ovum enters the fallopian tube. Each month the uterus starts to prepare for a fertilized ovum because if a person becomes pregnant, the uterus is where the fetus will live and grow..."
until it is born. So, every month, the lining of the uterus thickens with extra blood and tissue. If no fertilized egg comes down to the uterus, which is most months, then the uterus sheds its lining, which flows out of the body through the vagina and this is called menstruation or having a period.”

Say, “Conception, or reproduction, generally happens when the semen containing hundreds of millions of sperm cells leaves the penis (ejaculation) and enters the vagina through sexual intercourse.

*Note to the Teacher:* It is likely that some students will react with embarrassment, discomfort, or disgust from the mention of sexual intercourse. Explain to students that this is an adult behavior and that because they are only in sixth grade, it is perfectly normal for them to think it is yucky or funny.

The semen with the sperm travels through the vagina and into the uterus through its opening called the cervix and then into the fallopian tubes. Even though hundreds of millions of sperm are ejaculated, only one sperm can attach itself to the egg and fertilize it. The fertilized egg then travels back down to the uterus where, if it attaches itself to the wall of the uterus, a pregnancy starts. The fetus will stay in the uterus for about nine months before a baby is born.” (10 minutes)

**STEP 5:** Tell students that they are now going to find out what they remember about conception by placing the steps of conception in the right order on a diagram. Break up students into pairs or trios. Give each group a *Human Reproduction* worksheet and a stack of *Steps to Human Reproduction Cards* or slips of paper with the steps of reproduction on them. Explain to students that on the part of the worksheet marked “Male,” they are to put the cards relating to the male part of reproduction in the correct order starting from the top (the first step is already there to help them). On the part of the worksheet marked “Female,” they are to put the cards relating to the female part of reproduction in order following the first step. As students work on their diagrams, go around and offer assistance or clues to help them.

Alternatives: Depending on the need to assess students, this activity can be done independently so the teacher can assess students on an individual basis. Another option is to do this as a large group activity with the whole class. In such a situation, the teacher can make a giant diagram on the floor with chalk and enlarge the signs to have the class build a giant conception diagram. (10 minutes)

**STEP 6:** Review the diagrams, correcting mistakes and reviewing information. With any time remaining, ask students if they have any questions. Take as much time as possible to respond to their questions. Close by telling students that it is okay if they still have more questions. Tell them that they should go home and ask their adult family members their questions. Remind them that they can always come to you or to the school nurse. (5 minutes)

**RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The activity in step five is designed to assess Learning Objectives 1-3.

**HOMEWORK:**

None.
Steps to Human Reproduction Cards

- Sperm is made in the testicles
- Sperm exit the testicles and travel up the vas deferens
- Sperm cells mix with other fluid to become semen
- If the male & female have sexual intercourse then the penis is inserted into the vagina
- Egg enters the fallopian tube
- Fertilized egg attaches to the wall of the uterus (implantation) conception complete
- Lining of the uterus thickens with blood

- Sperm travel through the cervix, uterus, and into the fallopian tubes
- Sperm cells leave the penis and enter the vagina (ejaculation)
- Ovulation occurs (egg is released from ovary around every 25-30 days)
- The fertilized egg travels down through the fallopian tube to the uterus
- Pregnancy begins
- One sperm cell attaches to an egg in the fallopian tube and fertilizes it
MALE

Sperm is made in the testicles

FEMALE

Lining of the uterus thickens with blood

Pregnancy begins
**MALE**

- **Sperm is made in the testicles**
- **Sperm exit the testicles and travel up the vas deferens**
- **Sperm cells mix with semen**

**FEMALE**

- **Lining of the uterus thickens with blood**
- **Ovulation occurs (egg is released from ovary around every 25-30 days)**
- **Egg enters the fallopian tube**

If the male & female have sexual intercourse then the penis is inserted into the vagina

**Sperm cells leave the penis and enter the vagina (ejaculation)**

**Sperm travel through the cervix, uterus, and into the fallopian tubes**

**One sperm cell attaches to an egg in the fallopian tube and fertilizes it**

**The fertilized egg travels down through the fallopian tube to the uterus**

**Cell attaches to the wall of the uterus (implantation) conception complete**

**Pregnancy begins**
I Am Who I Am

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people’s rights to honest sexuality education.

ADVANCE PREPARATION FOR LESSON:
Read through the 3Rs Teacher’s Guide on teaching about gender, gender identity, and sexual orientation (pages 23-24).

LEARNING OBJECTIVES:
By the end of this lesson, students will be able to:

1. Define the terms sexual orientation, gender identity, and gender expression. [Knowledge]

2. Describe how each term is different from the others. [Knowledge]

3. Name at least two factual statements and two incorrect statements about sexual orientation and gender. [Knowledge]

4. List at least two respectful ways of communicating with or about LGBTQ individuals. [Knowledge]

A NOTE ABOUT LANGUAGE:
Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him,” using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

PROCEDURE:

STEP 1: Begin the class by explaining that you are going to be talking today about identity. Say, “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 our gender identity.” (2 minutes)

STEP 2: Distribute a piece of paper and envelope to each student. Tell them that they are going to be asked to write down two things on their sheet of paper, without putting their name on it. Ask them to write down what they’ve heard about what the term “sexual orientation” means. Tell them that if they haven't heard anything, they should just try to guess what it means.
After about 4 minutes, ask them to write down what they have heard about the term “gender identity.” Again, tell them that if they haven’t heard anything, they should just try to guess what it means.

Once they are done, ask them to fold their sheet of paper into thirds (you may need to model this for them), put it in their envelope, and seal their envelope. Tell them not to open it until they’re asked to. (8 minutes)

**STEP 3:** Go through the PowerPoint “Understanding Gender Identity and Sexual Orientation.” (12 minutes)

**Note to the Teacher:** This PowerPoint provides very basic information, so you may wish to allow additional time for questions. If these topics are newer or less familiar for you, you may wish to use your anonymous question box throughout class so you can look up any answers you don’t know and provide them during the next class.

**STEP 4:** Say, “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.” Distribute the worksheet, “Myth vs. Fact: Gender Identity and Sexual Orientation” to each student. Instruct them to complete all the questions on their own without asking for any help. After a few minutes (or when all the students have finished), ask them to turn to a student sitting near them so the two can compare their answers. Tell them that they do not have to agree, but that they can feel free to change any of their answers as they wish. (12 minutes)

**STEP 5:** Using the Answer Key, go through the answers with the students. Ask for volunteers to read each statement and provide their answer. As you go through these, ask whether there was any disagreement on the various questions and whether they ended up changing their answers and why. (12 minutes)

**Note to the Teacher:** This is another place where using the anonymous question box may be useful, as students may have more questions than class time will allow you to answer in the moment.

**STEP 6:** Ask the students to think about all of the terms and examples you have just gone through, and to open their own envelope. Ask the class, “How many of you wrote down something about sexual orientation or gender identity that was correct?” After students have raised their hands, ask, “How many of you wrote down something that ended up being incorrect, but that you now know the correct information about?” After students have raised their hands, praise their work and distribute the homework assignment. (4 minutes)

**RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

Each of the in-class activities is intended to provide and reinforce the content taught, including the differentiation between the terms. The homework assignment is designed to achieve Learning Objective.

**HOMEWORK:**

Students will view a brief video clip online and complete the “Fix This!” side of the homework sheet relating to what they saw. Students will then have a conversation with a parent or other trusted adult about sexual orientation and record their thoughts on the “Defining Sexual Orientation” side of the homework sheet.
Instructions: Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.
   MYTH       FACT

2. People can choose their gender identity.
   MYTH       FACT

3. People can choose their gender expression.
   MYTH       FACT

4. You can usually tell a person’s sexual orientation just by looking at them.
   MYTH       FACT

5. A girl who is really athletic is either a lesbian or transgender.
   MYTH       FACT

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.
   MYTH       FACT
MYTH VS. FACT: GENDER IDENTITY AND SEXUAL ORIENTATION

Instructions: Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.

   [ ] MYTH  [ ] FACT
   
   Sexual orientation has to do with the gender(s) of the people we’re attracted to, physically and romantically. We don’t choose our feelings just like we don’t choose who we find attractive. What we CAN choose is whether to act on those feelings, as well as what we call ourselves based on those feelings (our identity).

2. People can choose their gender identity.

   [ ] MYTH  [ ] FACT
   
   Just like sexual orientation, a person doesn’t choose to feel male, female or a combination of both. What we CAN choose is what we call ourselves, even if it doesn’t match our physical body (male, female, transgender, etc.).

3. People can choose their gender expression.

   [ ] MYTH  [ ] FACT
   
   A person can choose to let people know their gender in whatever way feels comfortable or right to them. That includes girls who wear dresses and are stereotypically “feminine,” and girls who wear jeans and t-shirts and work boots and present as more stereotypically “masculine.” There are lots of ways to express ourselves, and that includes how we express our gender. No one has the right to tell us how we do this is right or wrong, it just has to be right to us.

4. You can usually tell a person’s sexual orientation just by looking at them.

   [ ] MYTH  [ ] FACT
   
   Some people will stereotype another person based on their gender expression. Based on what they see, they will think they know that person’s sexual orientation. For example, they will see a masculine guy and assume he is heterosexual. He may be, but he may not be. And while some people do fulfill stereotypes – that guy may very well be heterosexual – it does not mean, for example, that all masculine guys or all feminine girls are heterosexual. Sexual orientation has to do with who a person is attracted to; gender expression is separate from that.
5. A girl who is really athletic is either a lesbian or transgender.

**MYTH**

FACT

This is another example of stereotyping. Athleticism is a talent and a skill that a person of any gender can have. Some people who are athletic are heterosexual, some are lesbian or gay, and some are bisexual; similarly, some are female, some are male, and some are transgender.

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.

**MYTH**

**FACT**

Some people find the idea of being transgender easier to understand when what they see matches what they are being told. For example, when Caitlyn Jenner, who was assigned male at birth, announced she was transgender, many people struggled with understanding this because Bruce Jenner was a very masculine Olympic champion. Once she transitioned and looked like a woman, many people saw the connection. Another good example is Laverne Cox, who is a transgender actress. She is often accepted because she “looks feminine.”

At the same time, however, it’s important to remember that the outside doesn’t always have to match the inside. Even before Caitlyn, for example, started altering her appearance, when she was still known as Bruce, she felt on the inside that she was a woman. We can look one way, and feel totally different. How we feel on the inside – our identity – always takes priority over what is on the outside.
**Fix This! Creating Respectful Classrooms for LGBTQ Students**

Homework (Lesson 6-5)

Name: ________________________    Date: _________________

Instructions:


• Then answer the questions that follow.

1. What happened in this video clip?

2. What things happened to make this an unsafe classroom environment?

3. Why do you think the teacher and other students didn’t say anything to stop the disrespectful interactions?

4. What should they have done?
Defining Sexual Orientation

Instructions:
• In the space below, write your own definition of what sexual orientation is.
• Once you have done that, think of an adult you know well and trust who you could share this definition with. This could be a parent or other adult family member, a friend’s parent, someone at school, etc.
• Tell this person what we discussed in class and share your definition so that they also know what sexual orientation is. See if they agree with your definition, or whether they have another take and add that to what you have. Make sure they sign below!

Sexual orientation is:
(What I say):

(What the adult I asked says):

Did you learn about sexual orientation when you were growing up? If so, what did you learn?
(What the adult I asked said):

Name of adult: __________________________________________
Their signature: __________________________________________
Relationship to you: ______________________________________
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).
Boys and Girls

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 boy…
• What toys is he given to play with?
• What clothes is he given to wear?
• How is he expected to behave?

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?
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, 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.

• That 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, physically and romantically.”
What is “Sexual Orientation”? 

“The gender(s) of the people to whom we are attracted, 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 doing something sexual with another person.

Current Categories for Sexual Orientation

• Heterosexual

• Lesbian or Gay

• Bisexual

• Queer (Careful!)

• Others?
Liking and Loving – Now and When I’m Older

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people’s rights to honest sexuality education.

ADVANCE PREPARATION FOR LESSON:

• Photocopy the exit slip page and cut each in half so that each student will receive one.

LEARNING OBJECTIVES:

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

1. List at least three non-sexual activities people can do to show others they like or love them. [Knowledge]
2. Define “abstinence” and its connection to pregnancy prevention. [Knowledge]
3. Discuss with a parent or caregiver the ways to show affection other than sex and reasons to remain sexually abstinent. [Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him” using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

PROCEDURE:

STEP 1: Start the class by writing the term “affection” on the board. Define the term as “our feelings of liking and love for others.” Ask, “Who are people we might feel affection for?” After a few examples have been given, ask the students to think about the ways they show affection for these people – how do we let people know we like or love them? What have they done to let us know they care about us?

Pass out index cards to the students. Ask the students to think of family members, friends, or a person that they might have started liking more than a friend. Tell them to write down 3 different ways they have shown affection for those people on their index card. Ask them to please not show their cards to any other students.

Write an example on the board from your own life that does not
disclose anything too personal. For example, “Growing up, we showed each other affection by taking the time to have meals together as a family.” Then write on the board “Share meals.” (8 minutes)

STEP 2: Split the class up into two groups and have them line up in two different lines that are perpendicular to the board in order of their birthdays. (Note: Dividing them in this way makes for random teams. If you are worried about time, simply divide the class in half). Make sure they bring their index cards with them and remind them not to share them with others. Tell that when you say “go,” the first person from both lines is to come up to the board and write down one of the things on their list. The catch is that if someone in their own group has already written what they were going to write, they have to go to the second thing on their list; if that’s there as well, they have to use the third one on their list.

Note to the Teacher: If a student in your class is physically challenged, adjust the timing to ensure that this student and the student on the other team begin at the same time. If the physical challenge completely impedes their participation, other options include having them tell another student their idea and that student will go twice. Or, the physically challenged student can serve as the time keeper.

Instruct the students that if all of the examples on their card have been used, they should sit down. Then the remaining students will keep going until everything on all the cards have been represented without duplication.

Note to the Teacher: You will need to scan the individual lists on the board to ensure there is no repetition; the students will likely help you with that. (15 minutes)

STEP 3: Ask a volunteer from each team to read through their team’s list. Circle or place a check mark next to anything that appears on both lists. Process the activity with the students by asking the following questions:

“Why do we do these things for people?”

“How do these things show that we like/love other people?”

Summarize by saying, “In the end, liking and loving – as well as being liked/loved – feels good. Doing these things with or for people we care about feels good.” (14 minutes)

STEP 4: Explain to the students that when they get older, they may have a romantic partner, such as a boyfriend or girlfriend. Tell them that when they are in those kinds of relationships there may be different ways they will want to express their affection or love – which may or may not be doing something sexual together. Explain that some of these behaviors may be more appropriate for younger people (e.g., kissing, holding hands, etc.), while others are more appropriate when they are older. Also explain that some of these behaviors are more appropriate for people when they are in committed relationships, such as when two people date only each other for a long period of time or are married to each other.

Say, “One behavior that people your age should wait to do together until they are older is ‘sexual intercourse.’ How many people have heard this term before? What have you heard it means?” Have a few students respond, validating what is correct.
Say, "Let's think only about vaginal sex for a moment. What is something that can happen as a result of vaginal sex?" If they do not mention it, say that it can cause a pregnancy. Say, "When semen, which is the 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, oral, or anal sex can put one or both partners at risk for a sexually transmitted infection, or ‘STI.’ Keep in mind that getting pregnant or causing a pregnancy and dealing with an STI are really big things. That's why it is best to wait until you are older to do any of these behaviors.”

Ask the students, "Why do you think it's also important to wait until someone is on a long-term committed relationship or is married to do some of these behaviors." Listen for answers such as because they are more likely to trust each other, participate in sexual behaviors only with each other, and have healthy communication and respect for each other.

Explain that when a person waits to do something until they are older, or until some other time, it is called “abstinence.” Say, “Abstinence doesn't mean you will never do that thing. When it comes to sexual behaviors, it's the only 100% sure way for you to avoid getting pregnant, getting someone pregnant, or getting or giving someone an STI.” Refer back to the lists on the board. Say, “And remember, there are lots of ways you can show other people you like or love them that don’t involve doing something sexual with those people.” (8 minutes)

**STEP 5:** Distribute the half-sheet “Exit Slips” and ask each student to complete them and hand them in. Pass out the homework, telling students that one sheet is to be completed by them, one by a parent/caregiver, and after that they should discuss their responses together with their parent/caregiver and complete the final sheet. If you have remaining time in class, have the students begin the For Students: A Conversation about Sex portion of the homework. (5 minutes)

**RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The interactive activity on the board gives every student a chance to share something they perceive shows caring and loving for another person, while processing the activity ensures they receive additional ideas, thus meeting Learning Objective 1. The homework assignment will enable teachers to determine whether Learning Objectives 2 and 3 were met.

**HOMEWORK:**

“A Conversation about Sex” and “How’d We Do?” homework sheets. The the students’ version is to be completed by the student, and parents' version is to be completed by a parent/caregiver. Then the two are to compare and have a conversation about their responses, after which they will complete the “How’d We Do?” sheet together.
Exit Slip: On Your Way Out...

Please complete the following sentence stems and hand them in before leaving class.

One new thing I learned today was: ________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Something I still have questions about is: _________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Student Name: _______________________________

Instructions:
1) Please complete this sheet on your own without asking for your parent/caregiver’s help.
2) Make sure they have their version of the sheet too and that they complete theirs without asking you for help.
3) When you are both done, compare your answers. Then complete the attached, “How’d We Do?” sheet.

1. We talked today about some of the things that can happen as a result of having some kind of sexual intercourse with another person. Keeping that in mind, how does a person know when they’re ready to have sex?

2. We also talked today about abstinence – waiting until you’re older or ready to have some kind of sexual intercourse. What do you think should happen if one person in a relationship wants to have sex, but the other person doesn’t?

3. We also talked today about lots of different ways two people can show affection for each other that don’t involve any kind of sexual intercourse. What are some things you think are okay for someone to do with their romantic partner, such as a boyfriend/girlfriend, in middle school?
For Parents/Caregivers: A Conversation about Sex

Parent/Caregiver Name: ________________________________

Instructions:
1) Please complete this sheet on your own without asking your child what they intend to write.

2) Make sure they have their version of the sheet too and that they complete theirs without asking you for help.

3) When you are both done, compare your answers. Then complete the attached, “How’d We Do?” sheet.

1. Students talked today in class about the things that can happen as a result of having some kind of sexual intercourse with another person. Keeping that in mind, how does a person know when they’re ready to have sex?

2. Students also talked today about abstinence – waiting until you’re older or ready to have some kind of sexual intercourse. What do you think should happen if one person in a relationship wants to have sex, but the other person doesn’t?

3. Students also talked today about lots of different ways two people can show affection for each other that don’t involve any kind of sexual intercourse. What are some things you think are okay for someone to do with their romantic partner, such as a boyfriend/girlfriend, in middle school?
How’d We Do?

Instructions:
1) Read the answers on your sheets to each other and have a conversation about your responses.
2) Answer the following questions based on the conversation you just had.

What did it feel like to have this conversation? Why?

Student: __________________________________________________________

______________________________________________________________

______________________________________________________________

Parent/Caregiver: ______________________________________________

______________________________________________________________

______________________________________________________________

Did you mostly agree on your answers, disagree, or was it a mix of the two?

Mostly agree   Mostly disagree   It was a mix

What did you do if you disagreed? __________________________________________

______________________________________________________________

What’s one thing you learned from your parent/caregiver or your child as a result of having this conversation?

Student – I learned that... __________________________________________

______________________________________________________________

______________________________________________________________

Parent/Caregiver – I learned that... ______________________________________

______________________________________________________________

______________________________________________________________

Signed: Student ______________________________________________________

Signed: Parent/Caregiver _______________________________________________
Learning about HIV

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering respect and responsibility through age-appropriate sexuality education.

ADVANCE PREPARATION FOR LESSON:
It is helpful for students to have a basic understanding of the human immune system, how it works, and the concept of germs. The teacher should also review the Teacher’s Resource “STDs and HIV – CDC Fact Sheet” included with this lesson to make sure to be up to date on information about HIV and AIDS. Finally, the teacher should also be prepared not to discuss explicit sexual situations but to refer a student with such a question to ask an adult family member.

LEARNING OBJECTIVES:
By the end of this lesson, students will be able to:
1. Define HIV as a virus that is transmitted through bodily fluids that weaken your immune system. [Knowledge]
2. Identify at least two ways in which HIV can be transmitted. [Knowledge]
3. Identify at least two ways in which HIV is not transmitted. [Knowledge]
4. Identify at least one way to prevent HIV transmission. [Knowledge]
5. Identify at least one treatment for HIV. [Knowledge]

PROCEDURE:
STEP 1: Begin the activity by introducing the difference between communicable and non-communicable disease. Explain that communicable diseases are diseases that one person can give to another or can get from someone else. Ask students to raise their hands and give examples of communicable diseases (some responses may include: the common cold, stomach virus, the flu). Say, “Communicable diseases are caused by tiny organisms, or ‘germs,’ that are contagious. Not all infections, however, are contagious.” Then say, “Non-communicable diseases are those that cannot be spread from one person to another.” Ask for examples of non-communicable diseases or infections. (Some responses may include: appendicitis, an infected finger, asthma, cancer.) (3 minutes)

STEP 2: Tell students you are going to name some different medical problems people may have and they should tell you whether they are communicable or not. Ask:
• Can you get a sore throat from someone? (YES)
• Can you get allergies from someone? (NO)
• Can you get a broken arm from someone? (NO)
• Can you get lice from someone? (YES)
• Can you get cavities from someone? (NO)

Ask students if they have any questions about whether a certain illness is communicable (contagious). Respond to students’ questions by giving the correct answer and then explaining why (if it is non-communicable, either it is caused by a germ that is not contagious or it is not caused by a germ at all.) If you are unsure, tell the student you are unsure and that you will find out and let them know. (3 minutes)

STEP 3: Tell students that today you want to talk about a particular communicable infection called HIV. Ask students what have they heard about HIV. As you write “human immunodeficiency” on the board, say, “HIV stands for ‘Human Immunodeficiency Virus.’ That’s a big name, so let’s break it down a bit. ‘Human’ means it is a people disease. You can’t get it from a pet or give it to a pet. ‘Immunodeficiency’ is really two words put together. ‘Immuno’ refers to the immune system, or the system that enables us to 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 it weak so it’s harder for the body to fight off other infections. HIV is the virus that causes AIDS.” (5 minutes)

STEP 4: Tell students that the way we usually keep people from getting a virus is by giving them a vaccine, which is an injection or a shot that they get that protects them from getting a particular infection for many years. Say, “Just like a lot of people get a flu vaccine, a lot of children get a vaccine for the chicken pox and for the measles.” Explain that there is not a vaccine for HIV. Tell students, “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 living with HIV. There are also treatments for the illnesses that HIV can cause. But once someone is living with HIV, there currently is no way to rid the body completely of HIV, although with treatment, people living with HIV can have a normal life expectancy. Since there is no vaccine to prevent HIV and there is no way to rid the body of HIV once someone has it, it is very important to know how HIV is transmitted—so we can know how to avoid getting it or manage the virus if we were born with it.” (3 minutes)

STEP 5: Say, “Luckily, HIV is hard to get. It is not an easy infection to transmit like a cold or the flu. HIV is in some bodily fluids, like blood, and not in others, like sweat, tears, saliva or urine. HIV can only be transmitted through one of the infected body fluids. HIV can be passed through blood, semen or vaginal fluids. In addition, it can be passed through breastmilk if someone is breastfeeding an infant.”

Say, “It is very important to remember that HIV can only be passed from a person who is living with HIV. If two people are not infected then neither one can give it to the other.” (6 minutes)

STEP 6: Distribute the “Facts about HIV” worksheet Have students work in pairs to complete the worksheet. Allow 8 minutes for students to do this. Once all have been completed, review the questions with the class. All answers are TRUE. For each question, provide the answer as well as an explanation for why it is true. (See “Facts about HIV” Answer Key and Teacher’s Resource for explanations.) (16 minutes)

STEP 7: Tell students, “Now that you know that HIV is not easy to transmit, can anyone give an example of some things you can do with a friend or a family member who is
infected with HIV that are perfectly safe, meaning they can’t transmit HIV?” Provide the first few examples so students understand what you are asking. Say, “For example, you can hug someone with HIV, you can give someone a kiss on the cheek, you can share food with them. Who wants to give us another example?” (Possible responses can include a wide range of behaviors including sitting on a toilet that someone with HIV has sat on, swimming in a pool together, sitting next to an HIV-positive person, going to school with someone who has HIV, etc.) (3 minutes)

STEP 8: Conclude the lesson by saying, “HIV is a serious infection and it is communicable, but it is also very difficult to catch. As long as we know how HIV is and is not transmitted, we can protect ourselves and be good friends or family members to people we know with HIV or AIDS. All people are at some risk of HIV and the only way to know for sure if someone has HIV is to get tested for HIV at local health clinic.” (1 minute)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The “Facts about HIV” worksheet is designed to assess Learning Objectives 1, 2, 3, and 5. Learning Objective 4 can be assessed by student responses to ways they can safely interact with people living with HIV.

HOMEWORK:

None.
STDs and HIV – CDC Fact Sheet

Are some STDs associated with HIV?
Yes. In the United States, people who get syphilis, gonorrhea, and herpes often also have HIV, or are more likely to get HIV in the future.

Why does having an STD put me more at risk for getting HIV?
If you get an STD you are more likely to get HIV than someone who is STD-free. This is because the same behaviors and circumstances that may put you at risk for getting an STD can also put you at greater risk for getting HIV. In addition, having a sore or break in the skin from an STD may allow HIV to more easily enter your body.

What activities can put me at risk for both STDs and HIV?
• Having anal, vaginal, or oral sex without a condom;
• Having multiple sex partners;
• Having anonymous sex partners;
• Having sex while under the influence of drugs or alcohol can lower inhibitions and result in greater sexual risk-taking.

What can I do to prevent getting STDs and HIV?
The only way to avoid STDs is to not have vaginal, anal, or oral sex. If you are sexually active, you can do the following things to lower your chances of getting STDs and HIV:
• Choose less risky sexual behaviors.
• Use condoms consistently and correctly.
• Reduce the number of people with whom you have sex.
• Limit or eliminate drug and alcohol use before and during sex.
• Have an honest and open talk with your healthcare provider and ask whether you should be tested for STDs and HIV.
• Talk to your healthcare provider and find out if pre-exposure prophylaxis, or PrEP, is a good option for you to prevent HIV infection.
If I already have HIV, and then I get an STD, does that put my sex partner(s) at an increased risk for getting HIV?

It can. If you already have HIV, and then get another STD, it can put your HIV-negative partners at greater risk of getting HIV from you.

Your sex partners are less likely to get HIV from you if you

- Use antiretroviral therapy (ART). ART reduces the amount of virus (viral load) in your blood and body fluids. ART can keep you healthy for many years, and greatly reduce your chance of transmitting HIV to sex partners, if taken consistently.
- Choose less risky sexual behaviors.
- Use condoms consistently and correctly.

The risk of getting HIV may also be reduced if your partner takes pre-exposure prophylaxis, or PrEP, after discussing this option with his or her healthcare provider and determining whether it is appropriate.

Will treating STDs prevent me from getting HIV?

No. It’s not enough.

If you get treated for an STD, this will help to prevent its complications, and prevent spreading STDs to your sex partners. Treatment for an STD other than HIV does not prevent the spread of HIV.

If you are diagnosed with an STD, talk to your doctor about ways to protect yourself and your partner(s) from getting reinfected with the same STD, or getting HIV.

Where can I get more information?

Sexually Transmitted Diseases  
www.cdc.gov/std/

HIV/AIDS and STDs  
www.cdc.gov/std/hiv/

PrEP (pre-exposure prophylaxis)  
www.cdc.gov/hiv/basics/prep.html

CDC-INFO Contact Center  
1-800-CDC-INFO (1-800-232-4636)  
TTY: (888) 232-6348  
https://wwwn.cdc.gov/dcs/ContactUs/Form

CDC National Prevention Information Network (NPIN)  
npin.cdc.gov/disease/stds  
P.O. Box 6003  
Rockville, MD 20849-6003  
E-mail: npin-info@cdc.gov

American Sexual Health Association (ASHA)  
www.ashasexualhealth.org/stdsstis/  
P. O. Box 13827  
Research Triangle Park, NC 27709-3827  
1-800-783-9877
FACTS ABOUT HIV
(TRUE OR FALSE)

Instructions: Write TRUE next to those statements that are true and FALSE next to those statements that are false.

1. You cannot get HIV by being in the same room with a person who is living with HIV.   
2. So far, there is no vaccine to prevent HIV.   
3. HIV cannot be transmitted by sneezing.   
4. HIV is a communicable (contagious) disease.   
5. You cannot get HIV from sharing a drink.   
6. HIV affects the body’s immune system.   
7. AIDS and HIV are two different things.   
8. If you come into contact with the blood of someone who is NOT living with HIV you cannot get HIV.   
9. Someone who shares a needle with someone living with HIV can contract HIV.   
10. If someone with HIV is bleeding, they can transmit HIV to someone else.
FACTS ABOUT HIV
Answer Key

1. You cannot get HIV by being in the same room with a person who is living with HIV. (TRUE: HIV is not transmissible through the air.)

2. So far, there is no vaccine to prevent HIV. (TRUE: Researchers are working on a vaccine and there will likely be one in the future. There is currently an antiretroviral medication called “PrEP” that a person can take every day that can make it harder to contract HIV, but it is not a vaccine.)

3. HIV cannot be transmitted by sneezing. (TRUE: HIV is not transmissible through the air by sneezing or coughing.)

4. HIV is a communicable (contagious) disease. (TRUE: But it is not an easy infection to transmit since it is only transmitted by the exchange of the following fluids: blood, semen, vaginal fluids, or breast milk.)

5. You cannot get HIV from sharing a drink. (TRUE: HIV is not found in saliva.)

6. HIV affects the body’s immune system. (TRUE: HIV attacks the immune system and makes it weaker, making it harder to fight other infections and illnesses.)

7. AIDS and HIV are two different things. (TRUE: AIDS describes when a person with HIV gets sick because their immune system can no longer fight off other infections or illnesses. It can take many years for a person with HIV to develop AIDS, and if they take antiretroviral medication people living with HIV often live normal healthy lives and never develop AIDS.)

8. If you come into contact with the blood of someone who is NOT living with HIV you cannot get HIV. (TRUE: HIV can only be transmitted from a person who already is infected with HIV. If two people are not infected with HIV, then neither one can transmit it to the other.)

9. Someone who shares a needle with someone who is living with HIV can contract HIV. (TRUE: Sharing needles with someone living with HIV for drug use, tattooing, or piercing is one of the easiest ways to contract HIV. Stopping injection drug use can lower the chances of getting HIV as can using new, sterile needles instead of sharing needles. The only certain way to prevent HIV and other STIs is abstinence from sexual activity and injection drug use and to avoid sharing needles for any other reason.)

10. If someone with HIV is bleeding, they can transmit HIV to someone else. (TRUE: HIV infection is transmissible from infected blood. The other person would need to have a cut on their own skin, however, in order for the virus to get into their body.)
Protecting Your Health: Understanding and Preventing STIs

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people’s rights to honest sexuality education.

ADVANCE PREPARATION FOR LESSON:
- Tape the printed “STI Clues” #1-10 around the room with enough space between them so that students will not get crowded around each.
- Print the “High/Low/No Risk for STIs” signs and be prepared to tape them up in the front of the room.
- Copy and cut the “STI Risk Behaviors” half-sheet cards to create nine complete sets.

LEARNING OBJECTIVES:
By the end of this lesson, students will be able to:
1. Define STIs and HIV. [Knowledge]
2. Name at least three common STIs and how they are transmitted. [Knowledge]
3. Compare sexual behaviors that put people at high, low, or no risk for STIs. [Knowledge]

A NOTE ABOUT LANGUAGE:
Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him,” using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

PROCEDURE:
STEP 1: Explain that today’s lesson is about sexually transmitted infections (STIs) and HIV.

Say the following, writing key terms on the white board as needed: “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 hear ‘STI’ or ‘STD’ used out in the world; the ‘I’ refers to ‘infection’ and the ‘D’ refers to ‘disease.’ There is a minor difference between the two, but for the purposes of this lesson, we will be referring to STIs.
We're also going to be talking about HIV, which stands for the Human Immunodeficiency Virus. The ‘Human’ part means only people can get it and transmit to other people. A person cannot get HIV from a cat or a dog or any other 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 it should. So when a person has HIV, they have a deficient immune system—meaning, infections their body could usually fight off on its own are harder or even impossible to fight off. So HIV is a virus that weakens the immune system that, if it is not successfully treated, can become AIDS.”

Tell the students that there are many STIs, but that they tend to have at least a few things in common with other STIs. So you are going to be doing an activity where they are going to be assigned an STI and will try to discover which one they have. (3 minutes)

STEP 2: Divide the class into nine groups. Say, “Each small group will receive an ‘STI Clue Worksheet,’ a sheet of paper with a list of clues on it. Around the room are 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 is on your paper. At the bottom of your sheet is a word bank of different STIs. When you find something that doesn’t apply to your worksheet, just cross off the STIs that it doesn’t apply to. By the end of the activity, you should have the STI that is indicated by the clues.” Tell them that they will have 10 minutes in which to work on these. Distribute the worksheets, one per group, and ask them to get started (12 minutes).

STEP 3: Once 10 minutes have elapsed, have the groups return to their seats and stay in their groups. Go through the responses using the “STI Clues” Answer Keys provided. (8 minutes)

STEP 4: Say, “One of the things all these STIs have in common is that they can be transmitted through sexual behaviors. But some behaviors put people at 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 put you at some risk, and which have no risk for transmitting STIs.” Since students are already in their groups from the first activity, ask them to remain in their groups. Tell them that you are going to hand out a list of sexual behaviors that people can do. Ask them to read each of them and decide together whether they think each behavior puts a person at high risk for getting an STI, some (but lower) risk, or no risk. Ask them to make three piles on the desk or table in front of them. Tell them that they will have 10 minutes to complete the activity. (12 minutes)

Note to the Teacher: As students are working, tape the “High/Low/No Risk for STIs” signs in the front of the room with at least 2–3 feet between them for easy reading.

STEP 5: Once ten minutes have passed, ask one of the groups to bring their answers up and tape them beneath each of the “High/Low/No Risk for STIs” signs in the front of the room. Make corrections as necessary and go through the responses using the “STI Risk Behaviors” Answer Key as a guide.

Once you have been through all the answers, say, “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. They are caused by bacteria, viruses, parasites or bugs. 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.”

Answer any questions they may have about the activity. Describe the homework, which is a worksheet specifically on HIV and AIDS, which needs to be completed using the internet and handed in at the next class. (10 minutes)

**STEP 6:** Explain that you are going to distribute a California Minor Consent Laws card to each student and that the card contains information on the legal rights of minors to access sexual health services. As students examine the card, say “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 the school nurse or counselor to arrange this appointment.” Remind students to talk with a parent, caregiver, or trusted adult if possible if they need any of these services; however, if they need to seek care without telling their parent/guardian they are legally able to do so. (5 minutes)

**RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

Student participation in the two small group activities will enable the teacher to measure whether Learning Objectives 1-3 have been achieved. The small groups increase the chance of participation by all members, and going over the answers in front of the whole class will reinforce the content.

**HOMEWORK:**

Ask students to complete the “HIV and AIDS” homework sheet. The answers can be found on the website listed on the assignment.

### STI RISK BEHAVIORS

#### ANSWER KEY

<table>
<thead>
<tr>
<th>HIGH RISK for STIs</th>
<th>LOW RISK for STIs</th>
<th>NO RISK for STIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unprotected vaginal sex</td>
<td>Vaginal sex using a male or female condom correctly</td>
<td>Bathing together</td>
</tr>
<tr>
<td>Unprotected anal sex</td>
<td>Anal sex using a condom correctly</td>
<td>Kissing on the lips</td>
</tr>
<tr>
<td>Unprotected oral sex</td>
<td>Oral sex using a latex barrier or cut-open condom correctly</td>
<td>Solo masturbation</td>
</tr>
</tbody>
</table>

#### HIGH RISK for STIs

Unprotected oral, vaginal, and anal intercourse are high risk behaviors for transmitting STIs. “Unprotected” means not using a latex barrier, such as an external (i.e., “male”) condom, internal (i.e., “female”) condom, or dental dam.

#### LOW RISK for STIs

Just as the key to the high risk behaviors is “unprotected,” the key word for low risk behaviors is “correctly.” These behaviors are only low risk if condoms or other barriers are used consistently and correctly—which means every time two people have sexual contact, from the beginning of a sex act to the end. As soon as body parts such as the genitals or anus come into contact with each other, and/or mouths come into contact with body parts such as the genital or anus, STI transmission is possible.

In addition, although using internal or external condoms and latex barriers significantly reduce the risk of STI transmission, they do not protect sexual partners completely. While semen and vaginal fluids are blocked by the condom, they do not cover other parts of the body. When the skin around the genitals or anus rub against each other, the skin-to-skin contact can cause microscopic openings in the skin, which are small enough for some viruses to pass through which could transmit an STI.

#### NO RISK for STIs

Aside from continuous abstinence—meaning not having oral, anal, or vaginal sex with another person for a period of time—very few shared sexual behaviors carry no risk for STIs. The activities here are more related to intimacy, with the exception of masturbation. These behaviors are important because they can help people learn about their bodies and build connection between people without any risk of STIs or possible pregnancy.
Are you spread through genital contact, including vaginal sex, and anal sex?

You could be...

CHLAMYDIA
GENITAL HERPES
HUMAN PAPILLOMAVIRUS (HPV)
GONORRHEA
HEPATITIS B
HIV
SCABIES
PUBLIC LICE
SYPHILIS
TRICHOMONIASIS
Can you be **CURED** easily?

You could be...

CHLAMYDIA
GONORRHEA
SYPHILIS
SCABIES
PUBIC LICE
TRICHOMONIASIS
Does a **condom offer really good protection** against you?

You could be...

- CHLAMYDIA
- GONORRHEA
- HEPATITIS B
- SYPHILIS
- HERPES
- HIV
- TRICHOMONIASIS
Are you one of the MOST COMMON STIs among adolescents in the U.S.? If so, you could be...

CHLAMYDIA
HUMAN PAPILLOMAVIRUS (HPV)
GONORRHEA
GENITAL HERPES
TRICHOMONIASIS
Can you be detected with a blood test?

You could be...

GENITAL HERPES
SYPHILIS
HEPATITIS B
HIV/AIDS
Can you be transmitted through **ORAL SEX**?

You could be...

- CHLAMYDIA
- GONORRHEA
- SYPHILIS
- HUMAN PAPILLOMAVIRUS (HPV)
- GENITAL HERPES
- HIV
- HEPATITIS B
Can you be transmitted via **SKIN-TO-SKIN CONTACT**?

You could be...

**GENITAL HERPES**  
**HUMAN PAPILLOMAVIRUS (HPV)**  
**SYPHILIS**
Do you cause an outbreak of **SORES** within two weeks of having it?

You could be...

**GENITAL HERPES**
**HUMAN PAPILLOMAVIRUS (HPV)**
**SYPHILIS**
Are you **CAUSED BY A PARASITE** or “bug?”

You could be...

**TRICHOMONIASIS**  
SCABIES  
PUBIC LICE
Do you have a **VACCINE**?

You could be...

HUMAN PAPILLOMAVIRUS (HPV)
HEPATITIS B
1. You are spread through genital contact, including vaginal sex, and anal sex

2. You can be cured easily.

3. Condoms offer very good protection against you.

4. You are one of the most common STIs among adolescents in the US.

5. You are not detected by a blood test.

6. You can be transmitted through oral sex.

7. You are not transmitted via skin-to-skin contact.

8. You do not cause an outbreak of sores within two weeks of having it.

9. You are not caused by a parasite or “bug.”

10. You do not have a vaccine.

   CHLAMYDIA   HIV/AIDS
   TRICHEROMONIASIS   SCABIES
   HUMAN PAPILLOMAVIRUS (HPV)   GONORRHEA
   HEPATITIS B   SYPHILIS
   PUBIC LICE   GENITAL HERPES
STI Clues Worksheet

STI #2: ____________________

1. You are spread through genital contact, including vaginal sex, and anal sex

2. You can be treated, but not cured.

3. Condoms offer only some protection against you.

4. You are one of the most common STIs among adolescents in the US.

5. You can be detected by a blood test.

6. You can be transmitted through oral sex.

7. You can be transmitted via skin-to-skin contact.

8. You cause an outbreak of sores within two weeks of having it.

9. You are not caused by a parasite or “bug.”

10. You do not have a vaccine.

CHLAMYDIA

HIV/AIDS

TRICHOMONIASIS

SCABIES

HUMAN PAPILLOMAVIRUS (HPV)

GONORRHEA

HEPATITIS B

SYPHILIS

PUBLIC LICE

GENITAL HERPES
STI Clues Worksheet

STI #3: ____________________

1. You are spread through genital contact, including vaginal sex, and anal sex

2. You can be treated, but not cured.

3. Condoms offer only some protection against you.

4. You are one of the most common STIs among adolescents in the US.

5. You are not detected by a blood test.

6. You can be transmitted through oral sex.

7. You can be transmitted via skin-to-skin contact.

8. You do not cause an outbreak of sores within two weeks of having it.

9. You are not caused by a parasite or “bug.”

10. You have a vaccine.

---

CHLAMYDIA  HIV/AIDS
TRICHOMONIASIS  SCABIES
HUMAN PAPILLOMAVIRUS (HPV)  GONORRHEA
HEPATITIS B  SYphilis
PUBLIC LICE  GENITAL HERPES
STI Clues Worksheet

STI #4: ____________________

1. You are spread through genital contact, including vaginal sex, and anal sex.

2. You can be cured easily.

3. Condoms offer very good protection against you.

4. You are one of the most common STIs among adolescents in the US.

5. You are not detected by a blood test.

6. You can be transmitted through oral sex.

7. You are not transmitted via skin-to-skin contact.

8. You do not cause an outbreak of sores within two weeks of having it.

9. You are not caused by a parasite or “bug.”

10. You do not have a vaccine.

CHLAMYDIA
TRICHOMONIASIS
HUMAN PAPILLOMAVIRUS (HPV)
HEPATITIS B
PUBIC LICE
HIV/AIDS
SCABIES
GONORRHEA
SYPHILIS
GENITAL HERPES
1. You are spread through genital contact, including vaginal sex, and anal sex

2. You can be treated, but not cured.

3. Condoms offer very good protection against you.

4. You are not one of the most common STIs among adolescents in the US.

5. You are detected by a blood test.

6. You are not transmitted through oral sex.

7. You are not transmitted via skin-to-skin contact.

8. You do not cause an outbreak of sores within two weeks of having it.

9. You are not caused by a parasite or “bug.”

10. You have a vaccine.

CHLAMYDIA          HIV/AIDS
TRICHOMONIASIS    SCABIES
HUMAN PAPILLOMAVIRUS (HPV) GONORRHEA
HEPATITIS B       SYPHILIS
PUBLIC LICE       GENITAL HERPES
1. You are spread through genital contact, including vaginal sex, and anal sex.

2. You can be treated, but not cured.

3. Condoms offer very good protection against you.

4. You are not one of the most common STIs among adolescents in the US.

5. You can be detected by a blood test.

6. You can be transmitted through oral sex.

7. You are not transmitted via skin-to-skin contact.

8. You do not cause an outbreak of sores within two weeks of having it.

9. You are not caused by a parasite or “bug.”

10. You do not have a vaccine.

CHLAMYDIA
TRICHOMONIASIS
HUMAN PAPILLOMAVIRUS (HPV)
HEPATITIS B
PUBLIC LICE

HIV/AIDS
SCABIES
GONORRHEA
SYPHILIS
GENITAL HERPES
STI Clues Worksheet

STI #7: ____________________ and ____________________

1. You are spread through genital contact, including vaginal sex, and anal sex

2. You can be easily cured.

3. Condoms do not offer any protection against you.

4. You are not one of the most common STIs among adolescents in the US.

5. You are not detected by a blood test.

6. You are not transmitted through oral sex.

7. You are not transmitted via skin-to-skin contact.

8. You do not cause an outbreak of sores within two weeks of having it.

9. You are caused by a parasite or “bug.”

10. You do not have a vaccine.

CHLAMYDIA        HIV/AIDS
TRICHOMONIASIS   SCABIES
HUMAN PAPILLOMAVIRUS (HPV) GONORRHEA
HEPATITIS B      SYPHILIS
PUBLIC LICE      GENITAL HERPES
1. You are spread through genital contact, including vaginal sex, and anal sex

2. You can be easily cured.

3. Condoms offer very good protection against you.

4. You are not one of the most common STIs among adolescents in the US.

5. You are detected by a blood test.

6. You are transmitted through oral sex.

7. You are transmitted via skin-to-skin contact.

8. You can cause an outbreak of sores within two weeks of having it.

9. You are not caused by a parasite or “bug.”

10. You do not have a vaccine.

CHLAMYDIA HIV/AIDS
TRICHOMONIASIS SCABIES
HUMAN PAPILLOMAVIRUS (HPV) GONORRHEA
HEPATITIS B SYPHILIS
PUBLIC LICE GENITAL HERPES
1. You are spread through genital contact, including vaginal sex, and anal sex

2. You can be easily cured.

3. Condoms offer very good protection against you.

4. You are one of the most common STIs among adolescents in the US.

5. You are not detected by a blood test.

6. You are not transmitted through oral sex.

7. You are not transmitted via skin-to-skin contact.

8. You do not cause an outbreak of sores within two weeks of having it.

9. You are caused by a parasite or a “bug”.

CHLAMYDIA          HIV/AIDS
TRICHOMONIASIS     SCABIES
HUMAN PAPILLOMAVIRUS (HPV)          GONORRHEA
HEPATITIS B          SYPHILIS
PUBLIC LICE          GENITAL HERPES
<table>
<thead>
<tr>
<th>STI #</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STI #1</td>
<td>Chlamydia or Gonorrhea</td>
</tr>
<tr>
<td>STI #2</td>
<td>Genital Herpes</td>
</tr>
<tr>
<td>STI #3</td>
<td>Human Papilloma Virus (HPV)</td>
</tr>
<tr>
<td>STI #4</td>
<td>Gonorrhea or Chlamydia</td>
</tr>
<tr>
<td>STI #5</td>
<td>Hepatitis B</td>
</tr>
<tr>
<td>STI #6</td>
<td>HIV/AIDS</td>
</tr>
<tr>
<td>STI #7</td>
<td>Scabies and Pubic Lice</td>
</tr>
<tr>
<td>STI #8</td>
<td>Syphilis</td>
</tr>
<tr>
<td>STI #9</td>
<td>Trichomoniasis</td>
</tr>
</tbody>
</table>
HIGH RISK for STIs
LOW RISK for STIs
NO RISK for STIs
Bathing together

Unprotected vaginal sex
Vaginal sex using a male or female condom.
Kissing on the lips

Unprotected oral sex
Anal sex using a condom correctly
Oral sex using a latex barrier or cut-open condom correctly
Holding hands

Abstaining from sexual activity
There are some unique aspects of HIV and AIDS that are different from other STIs.

Answer the questions by going to http://teens.webmd.com/hiv-aids-and-teens-faq

1. What does HIV cause?

2. HIV weakens which system in the human body?

3. That means it’s harder for people with HIV to fight off certain _________________.

4. Which three body fluids do NOT transmit HIV?

5. Can you get HIV from someone sneezing on you?

6. You can’t tell whether someone has HIV just by looking at them. How can people know for sure whether they have HIV?

7. If someone doesn’t know where to go get tested, what number can they call that’s both free and confidential (no one will know they called)?
Understanding Boundaries

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people’s rights to honest sexuality education.

ADVANCE PREPARATION FOR LESSON:

- Have the Student Support bookmarks and cards (the cards are intended to fold in half) available for students. The various styles contain the same information and the link to the website that contains numerous health resources for students.

LEARNING OBJECTIVES:

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

1. Define what a boundary is, with an emphasis on personal boundaries. [Knowledge]

2. Demonstrate how to be clear about one’s own and show respect for others’ boundaries. [Knowledge]

3. Demonstrate an understanding that no one has the right to violate someone else’s boundaries, and that doing so may be against the law, as in the case of sexual harassment and assault. [Knowledge]

4. Name at least one resource that can provide information on where to report sexual assault or rape. [Knowledge]

Note to the Teacher: The topic of this class can sometimes lead to a student discussing abuse or assault they have experienced or that someone else in the class or school has experienced. If a student were to share an example during class, you will have to take action according to your school’s policies and state law. Please see our Teacher Background materials about how to manage this in the classroom were it to happen.

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him,” using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities.

You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

PROCEDURE:

STEP 1: Ask the class whether they’ve ever heard the term “boundary” before. After they have responded, explain that a boundary is a limit placed on something. It can be an actual physical boundary –
like if one were to come upon a sign that read, “Do Not Enter,” or a rule about how society works, like the law that says people can't drive cars or vote until they're a particular age.

Explain that today's lesson is going to focus on personal boundaries. These are the boundaries we set for ourselves relating to what we are and are not comfortable with. Ask whether any students can provide examples of when people might set personal boundaries? Probe for: physical contact (hugging, kissing); keeping your personal space around you/not being crowded; language (when people use language that others find offensive, which also violates a boundary); when someone uses or borrows your stuff without asking, etc.

Ask the students to provide an example of a physical boundary they have. Then ask whether anyone has ever had someone not respect their physical boundaries and how that felt. Finally, ask whether anyone is willing to share a time when they did not respect someone else’s boundary. If they give an example, ask them to describe why they did that, how they knew they’d gone over that boundary, and what the other person did in response. If no one has or is willing to provide an example, talk about when an adult family member expects a hug or a kiss and you don't feel like hugging or kissing that person yet are expected to. Another example is a younger person being told they need to share their stuff with a younger sibling when they don't want to. (10 minutes)

STEP 2: Explain, from the examples given, that clearly people don’t like it when they have a boundary and someone else doesn’t respect that boundary. Tell the students that as they get older and end up having a romantic partner, the issue of boundaries might have to do with sexuality, which can sometimes make setting boundaries more sensitive to discuss.

Break the class into groups of 3. Tell them you are going to give them a worksheet with some scenarios on them. Ask them to complete the sheets in their groups. Distribute one sheet per triad, telling them they will have about 10 minutes in which to complete them. (15 minutes)

STEP 3: After about ten minutes of working, ask for the class’ attention and ask a volunteer to read the first example. Ask different groups to share what they thought about how each person in the scenario responded, as well as what they could have done differently. As students respond, write key words on the board to reinforce effective communication about boundaries. Examples of these might include: “be clear,” “stop when someone says no,” “be direct but try not to be mean about it,” etc.

Have another student read the second example aloud and ask for volunteers to share their responses to the two questions. If they refer to something already written on the board, write a check mark next to that term/phrase; if they contribute something new, add it to the list. Continue in this fashion with the third scenario. (15 minutes)

Note to the Teacher: Depending on your class, you may wish to have students actually role play these scenarios at the front of the class so they can see these suggestions in action to determine what was most useful or helpful and why.

STEP 4: Ask the students to look at what’s on the board and describe what themes or lessons they notice in what's written, probing for the importance of knowing and being clear about what your boundaries are, and of finding out what someone else's boundaries are and respecting them, even if they were to change.

Say, “As you see from these scenarios, sometimes communication boundaries need to be set and sometimes physical boundaries need to be set.”
Ask the students whether they have ever heard the term "sexual harassment" before. Probe for, “it is when someone says/texts/does something sexual to another person that the other person does not want to hear/receive/have done to them.” Explain that sexual harassment can occur in many forms, such as comments, jokes, pictures, electronic communication, gestures, or pressuring someone for dates or sexual activity.

Tell students, "Sexual harassment can be intentional or unintentional. 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 this behavior can be stopped."

Next, ask the students whether they have ever heard the terms “rape” or “sexual assault” before, and if so, what they understand these terms to mean. Probe for, “it is when someone forces another person to do something sexual that they don’t want to do.” Explain that rape usually involves some kind of forced sexual intercourse – vaginal, oral, or anal – but that if a person does other sexual things to another person who didn’t want to do those things, it’s considered sexual assault or abuse and is just as wrong as rape.

Explain, “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 change their mind – you may end up committing a crime. 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 sexually, just ask. Make sure an audible, clear, and enthusiastic ‘YES’ is heard from the other person before continuing. This is called ‘affirmative consent.’

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, then that is sexual assault.”

Finally, tell the class, “The most important message I want you to know is that the person who doesn’t respect boundaries – the person who pushes it or assaults or rapes another person – is always responsible for what happens. If you’re about to be involved in a sexual situation, make sure both partners clearly say ‘YES’ before continuing. If someone says ‘NO,’ you need to stop what you’re doing. If you don’t like what someone is doing, you need to say ‘NO’ really clearly.

If someone does sexually assault or rape another person, it is never the fault of the person who has been assaulted or raped. 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. 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.” (7 minutes)

**STEP 5:** Take the bookmarks and cards with the Student Support website on them and begin to walk around the room, giving one to each student. As you walk, say, “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. But sometimes, people – both kids and adults – find it really hard to talk about sexual assault to someone they know. That’s why there’s this website with several resources on it that you can access by going online. In the 'Crisis Support Section' there are several sexual assault and abuse organizations listed that have 24-hour hotlines and chatlines, 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 with about this – what matters is that you tell someone so that it stops and so that person can’t do it to anyone else.”

Distribute the homework sheet, “What’s Your Advice?” and ask them to complete it and bring it to the next class. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The small group activity will help the teacher assess Learning Objectives 1 and 2. Learning Objective 3 will be assessed by observation during the last discussion. The homework will provide an opportunity to assess individual understanding as they relate to Learning Objectives 2 and 3. The Student Support bookmark or card addresses Learning Objective 4.

HOMEWORK:

"What’s Your Advice?” homework sheet in which two different scenarios are given. The students respond directly to the situations described and then discuss their ideas with a parent or caregiver.
SETTING AND RESPECTING BOUNDARIES
Worksheet

Name: _____________________________  Date: ____________________

Instructions: Please read each example and discuss in your groups how you think the characters should handle each situation. Elect one person to be the writer and have that person record your answers in the space provided.

1. A student often tells dirty jokes in front of other students. Some of the students ask him to stop, but he doesn’t. He tells them they don’t have a sense of humor and continues.

What should the student who is telling the jokes do? Why?
___________________________________________________________________________

What should the students do who asked him to stop? Why?
___________________________________________________________________________

2. Rosa and Daniel are one of the first romantic couples in 6th grade. Rosa loves that everyone knows they’re a couple and always holds Daniel’s hand in the hallway or puts her arm around Daniel. Daniel really likes Rosa, but has never been a really physical person and doesn’t like the public touching. The next time Rosa sees Daniel at school, she wraps her arm around Daniel’s waist, gives a gentle squeeze and says, “Hi!” Embarrassed, Daniel says, “You don’t have to do that every time we see each other.” Rosa pulls back immediately, says “fine,” and walks away.

How do you think Daniel handled this? What could/should Daniel have done differently?
___________________________________________________________________________
___________________________________________________________________________

How do you think Rosa handled this? What could/should Rosa have done differently?
___________________________________________________________________________
___________________________________________________________________________

3. Jamie and Jordan spend a lot of time together now that they’re a couple. When they find some private time alone, they like to kiss a lot. Jamie really wants to do something more, and so the next time they’re alone together, Jamie tries to pull Jordan’s shirt up and reach for one of her breasts. She pulls it back down and says, “No,” but keeps kissing Jamie. Jamie tries again, and she says, “Jamie, no.” Jamie remembers seeing in a movie that if you keep trying, sometimes the other person gives in – so Jamie tries again. Jordan pushes Jamie off, stops kissing, says “I’m going home,” and leaves.

How do you think Jamie handled this? What could/should Jamie have done differently?
___________________________________________________________________________
___________________________________________________________________________

How do you think Jordan handled this? What could/should Jordan have done differently?
___________________________________________________________________________
___________________________________________________________________________
What's Your Advice?
Homework (6-9)

Name: _________________________  Date: ____________________

Instructions: Read each of the situations described below. Then write down what you think the best advice is for the people seeking your help.

1. A friend comes to you and says they really needs to talk to you about something. They say that someone you both know at school cornered them in the bathroom when no one else was there and touched them between their legs, saying, “I know you want it.” What would you tell your friend to do?

2. A guy you know has a girl who really likes him – she’s all over him at school, but he’s less interested in her. He doesn’t want to hurt her feelings, so he doesn’t say anything directly to her, but he really doesn’t like her like that. He comes to you because she said if he doesn’t make out with her, she’s going to tell everyone he’s gay. What would you tell him to do?

3. Discuss your responses to the scenarios above with a parent or caregiver and ask if they have any other advice that you could offer your friends. Record their ideas below.
Being Smart, Staying Safe Online

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people’s rights to honest sexuality education.

ADVANCE PREPARATION FOR LESSON:
• Open the Safe Online Talk webpage (https://www.commonsensemedia.org/educators/lesson/safe-online-talk-6-8) and be prepared to play the "Perspectives on Chatting Safely Online" video for the class.
• Read the "Safe Online Talk" Teacher Backgrounder.
• Review the "Take Three" Teacher Version.
• Review the "Internet Traffic Light" Teacher Version.

LEARNING OBJECTIVES:
By the end of this lesson, students will be able to:
1. Describe positive aspects of online talking and messaging. [Knowledge]
2. Identify examples of flirting and chatting that can be inappropriate or risky. [Knowledge]
3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:
Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him,” using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

TIME: 50 Minutes

MATERIALS NEEDED:
• Projector and screen
• Computer with Internet access and speakers/audio
• White board and markers
• "Safe Online Talk" Teacher Backgrounder
• "Take Three" Teacher Version
• "Internet Traffic Light" Teacher Version
• "Take Three" Student Handout (one per student)
• "Internet Traffic Light" Student Handout (one per student)
• Half-size sheets of paper (3 per student)
• Green, yellow, and red markers or colored pencils (one set for each group of 4-5 students)

PROCEDURE:

STEP 1: Ask students to raise their hand if they have ever heard the saying, “Don’t talk to strangers.” Ask, “How might this ‘rule’ change when we communicate online?” Probe for the fact that while the Internet allows people to keep in touch or hang out with friends they already know offline, it also allows people who don’t know each other to interact, debate, share, and collaborate. Explain that the Internet gives students a wide range of opportunities to connect with or learn from people who may not be in their circle of close friends—whether
through games, social network sites, blogs, instant messaging, forums, and so on. And while this can be great, connecting with people online occasionally can carry risks. Therefore, it is important to know how to deal with inappropriate situations if they arise. (3 minutes)

**STEP 2:** Distribute the "Take Three" Student Handout and explain to students that they are going to watch a video of three teens sharing their experiences about connecting with people online. Ask students to pay attention to the positives and the negatives that each of the three teens mentions in the film.

Play the video, “Perspectives on Chatting Safely Online” ([https://www.commonsensemedia.org/educators/lesson/safe-online-talk-6-8](https://www.commonsensemedia.org/educators/lesson/safe-online-talk-6-8)). Once the video is over, ask the students to complete the "Take Three" Student Handout with a partner. Tell them they will have about 5 minutes in which to complete their sheets. As they are working, draw a table on the white board that looks like this, leaving space between the three young people’s names:

<table>
<thead>
<tr>
<th>Positives</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Randy</strong> (Social Networking)</td>
<td></td>
</tr>
<tr>
<td><strong>Aseal</strong> (Gaming)</td>
<td></td>
</tr>
<tr>
<td><strong>Renee</strong> (Texting/Video chatting)</td>
<td></td>
</tr>
</tbody>
</table>

(10 minutes)

**STEP 3:** After about five minutes, ask students to share the positives and negatives that Randy, Aseal, and Renee talk about in the video. Fill in the information on the board as it is contributed by the students. Ask, “What advice did they share in the video that you think is important?” After a few responses ask, “Would you add any advice of your own?”

Remind them of Renee talking about getting a “gut feeling” when she felt something was wrong online. Ask, “Have you ever had that kind of gut feeling, whether online or in real life? What does that feel like?” After a few students have responded say, “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 and at least get out of the situation that’s making you feel that way so that you have the chance to think about what was making you feel that way and why.” (12 minutes)

**STEP 4:** Point out that Randy and Aseal used the word “harass” in the video to describe awkward or annoying interactions with strangers online. For example, Aseal says he was harassed when during a game someone he didn’t know said some mean things about him. Explain that online flirting can sometimes be a less obvious form of harassment.

Remind students that many online networking sites have age restrictions. For example, a person must be at least 13 years old in order to open their own Facebook, Twitter, Instagram, Pinterest, Tumblr, Kik, and Snapchat accounts.
Ask, "How would you handle someone walking up to you on the street and making crude or sexual comments?" Students should respond that they would walk away and call for help if they felt threatened. Ask "How would you handle someone trying to flirt with you on the street?" Students may respond that it depends on whether they know the person or not. They may also say it depends on whether the person is someone their own age or much older.

Explain to students that the same kinds of situations can happen when they are online. Say, “Sometimes it's obvious that what a person is saying online is wrong and even harmful. Other times people may flirt online and warning signs are not always so obvious.” Discuss with students how flirting is 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 other people that they may know. This is because people sometimes say things online to one another that they might not say in person.

Explain to students that when they are talking online with people they don’t know in person, flirting and other sexual talk is risky behavior. 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 teens' best interests in mind. If the person they’re communicating with online says anything inappropriate or sexual, and especially if that person is older than they are, students should stop talking right away and then tell a friend or trusted adult about it. (7 minutes)

**STEP 5:** Distribute the "Internet Traffic Light" Student Handout to each student. Review the Internet Safety Tips on the handout with them aloud. Tell students to keep these rules in mind during the activity you are about to do.

Arrange students in groups of 4 or 5. Distribute three half-sheets of paper to each student and one set of green, yellow, and red markers or pencils for each group. Follow the instructions on the "Internet Traffic Light" Teacher Version to guide students through the group activity and class discussion.

**Process by using the following questions:**

- **What are some of the positive things and what are some of the negative things about connecting with people online?** (Probe for: The Internet gives you the opportunity to connect with people your age that aren’t in your close friend group; with the Internet, you can work together with people in an online game or virtual world; dealing with online harassment can be a pitfall when connecting with strangers online.)

- **In what online situations should you get a “gut feeling” that tells you that you may be at risk?** (Probe for: When people you know in person only flirt with you or talk about sex while you’re online; when someone you don't know wants you to send them a picture, to meet you alone, or asks you to keep your conversation a secret.)

- **What are some rules for staying safe when talking and messaging online?** (Probe for: Don’t reply to any questions that make you uncomfortable; tell a friend or trusted adult when someone bothers you online; avoid flirting or using sexual language online, especially with people you and your friends do not know in person; never send or post a sexual picture of yourself or someone else under the age of 18; never plan a face-to-face meeting with someone you met online without taking along a parent or guardian.) (15 minutes)
STEP 6: Explain the homework assignment, where they will take the most important points they learned from today’s class relating to being safe online that they think other students at school need to know and create a poster representing them. Tell them they can work with another student if they wish or on their own. Determine how long you want to give them and provide a due date. Speak with your school about posting the homework assignments in the hallway or keep them in your classroom and have students from other classes visit. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The processing of the video clips and the homework assignment will demonstrate to the teacher whether Learning Objectives 1 and 2 have been achieved. The "Internet Traffic Light" activity will fulfill Learning Objective 3.

HOMEWORK:

Have students create “Stay Safe Online!” posters to teach other students about the pros and cons of online communication. Suggest they refer to their "Internet Traffic Light" Student Handout and include one or more of the tips in their posters.

Note: This lesson originally appeared as “Safe Online Talk” in DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE by CommonSense Media, 2012, www.commonsense.org
The term “online predator” often conjures up the image of a creepy older man at a computer screen waiting to lure an unsuspecting child. The media reinforces this depiction, which is problematic because it does not fit with the kinds of risky relationships that are more common for teens. In reality, when online sexual solicitation does occur, it’s more likely to be between two teens, or between a teen and a young adult.

The following background information serves to clear up these misconceptions, providing information for teachers about the myths and realities of online sexual solicitation, as well as guidance on how to approach this sensitive topic.

Thinking Beyond “Online Predators”
Many adults fear that teens use the Internet to connect with strangers. In reality, most teens use the Internet to keep in touch with people they already know offline, or to explore topics that interest them. Studies show that it is most often teens who are psychologically or socially vulnerable that tend to take more risks online (Subrahmanyam and Šmahel, 2011; Ybarra et al., 2007). These at-risk teens might seek reassurance, friendship, or acceptance through relationships that they develop online. Given the disconnect between the “online predator” myth and the more realistic types of solicitation outlined above, it is important to strike the right tone when discussing the issue with teens.

We recommend that adults avoid fear-based messages with teens, as research indicates that teens are less responsive to this approach (Lanning, 2010). Teens are not likely to buy into the idea that they should avoid all contact with anyone they do not know online. After all, it is nearly impossible to connect with others online without talking to some people who are strangers. Rather than telling teens to never talk with strangers, it is more effective to have conversations about why certain online relationships are risky, and about how to avoid them.

The Truth About Risky Online Relationships
The information below is meant to clear up misconceptions about the common risks that kids face when they meet people online. It is based on research from the Crimes Against Children Research Center, the Internet Safety Technical Task Force, and Internet Solutions for Kids, Inc.

1. **Teens, not children, are most likely to receive online sexual solicitations.**
   - Online solicitors rarely target younger kids. This happens more frequently to younger teens (ages 14 to 17).
   - People who solicit online are often upfront about their intentions. They may ask teens to talk about sex, to give out personal sexual information, to send sexy photos online, or to meet offline for a possible sexual encounter.

2. **A teen is more likely to be solicited online by another teen or a young adult.**
   - Contrary to popular belief, teens are more likely to be solicited online by similarly aged peers. It is true, however, that a very high majority of sexual solicitations online come from boys or men. Guiding teens to think more generally about avoiding risky online relationships, rather than telling them to fear predators, prepares them for the wider breadth of situations they may have to deal with online—not only the extreme cases.

3. **The “predator-prey” label gives the wrong impression.**
   - There is a range of behaviors that are not made clear by the predator-prey label. The behaviors can range from “not as risky” to “very risky,” as reflected in the chart below:
In the most extreme cases of online solicitation – those involving older adults and teens – targets are usually aware of their solicitor’s true age and intentions. For the small percentage of teens who find themselves in this kind of situation, simply warning them against “unwanted contact” is not an effective strategy because they have likely grown to be comfortable with, and perhaps even dependent upon, their solicitor. Instead, we need to help teens understand why it is risky to flirt with people they meet online, how to recognize warning signs, and more broadly, why romantic relationships between teens and adults are unhealthy.

What Should Teens Know if Online Strangers Contact Them?
The term “grooming” is sometimes used to describe the process of an older adult coaxing a young person into sexual situations. For cases involving children, grooming may involve befriending the child, showing interest in his or her hobbies, exposing the child to sexually explicit material, and manipulating a child into a sexual encounter (Lanning, 2010).

The term is less commonly used for cases between teens, or between a teen and a young adult. Research also shows that teens who flirt and engage in online sexual talk with strangers – especially in chat rooms – are more likely to be solicited for sex (Ybarra et al., 2007).

The number one thing for teens to remember is that they should avoid flirting with or regularly talking to online strangers or online acquaintances, especially – but not only – if the person they are chatting with is older than they are. Teens should also reflect on these questions if they communicate with someone they meet online:

- **Has this person asked to keep anything about our relationship a secret?**
- **Has this person hinted at or asked about anything sexual?**
- **Have I felt pressured or manipulated by this person?**
- **Do I feel true to myself – sticking to my values – when I communicate with this person?**

If teens feel uncomfortable during a conversation with an online stranger, they should:

- **Change it up.** If something feels like it might be getting risky, it probably is. But if teens are not sure, they should try changing the subject, making a joke, or saying they want to talk about something else. If they still feel pressured or uncomfortable, they need to take further action.

- **Log off or quit.** Teens need to remember that at any time they can just stop typing and log off if a conversation gets uncomfortable online. They can also take action to block or report another user, or create a new account – whether for email, IM, or virtual world – to avoid contact with that person again.

- **Know that it’s okay to feel embarrassed or confused.** It’s not always easy to make sense of situations that make teens uncomfortable online. Nor is it easy for them to ask for help if they feel embarrassed about what they’ve experienced. They should know these feelings are normal.

- **Talk to a friend or trusted adult.** Teens should know that it’s okay to reach out. Even if they feel they can handle a tricky situation alone, it’s always a good idea for teens to turn to friends, parents, teachers, coaches, and counselors for support.
Teaching Strategies for Sensitive Topics

Provide Supportive Resources
Young teens may react to conversations about risky relationships in different ways. Consider concluding the lesson by mentioning a few resources available to students at your school, such as guidance counseling, health services, and talking to other teachers. These resources may help kids practice safe behavior online long after your lesson on Safe Online Talk is over.

You may wish to share the following Web resource with teens:
• That’s Not Cool (www.thatsnotcool.com)

Talking to Parents
Send home the Safe Online Talk Family Tip Sheet.

Research
What's the Issue?

Kids love connecting with others online. Most young people talk online with their friends and family rather than strangers. As a parent, you might be concerned that a stranger with bad intent could contact your child.

“Online predatory behavior,” as it is commonly known, is when adults contact kids or teens over the internet in an attempt to “groom” them for inappropriate sexual relationships. Many experts, however, have found that the more realistic threat for teens online is actually “online sexual solicitation.” This means encouraging someone to talk about sex, give personal sexual information, or send sexual photos or video. (It does not always mean asking for sex.) For instance, teens might receive inappropriate requests or messages from strangers or acquaintances. However, contrary to popular belief:

• Teens (ages 13 to 17) are more at risk for online solicitations than “tweens” or children
• The majority of online solicitations come from teens themselves, or from young adults (ages 18 to 25)
• Adults that solicit teens are usually up-front about their true age and intentions (Subrahmanyam and Smahel, 2011).

Why Does It Matter?

When teens are led astray about what to look out for online, they can find themselves in unhealthy situations without realizing it. The allure of these kinds of relationships is not surprising, particularly for teens who are already vulnerable. Solicitors can provide teens with a boost of self-esteem with compliments and attention. And once teens engage in these relationships, they might agree to do things they would not normally do because of the imbalance in power between them and the solicitor. It is often not until much later that they realize that they were being manipulated.

common sense says

Discuss responsible online behavior. Talk about who it’s okay to chat with and what is okay to talk about. Remember that many young teens are beginning to experiment with flirting and relationships. This is normal. Online flirting with strangers or acquaintances is always risky. Flirting can quickly lead to inappropriate conversations or requests. It may also lead young teens to believe they are in a serious, romantic relationship with someone they don’t really know. Both situations can make teens feel uncomfortable or manipulated.

Block, ignore, or leave. Most young teens know how to brush off unwanted contact. Encourage this behavior.

Make sure your child feels safe telling a trusted adult. If something creepy or inappropriate happens, young teens need to know they will not get in trouble if they tell you or another trusted adult about it.

Talk to your child about healthy relationships. It can be difficult for some young teens to recognize when others are manipulating them, especially those young teens that want to experiment or prove that they are mature. Discuss which factors make relationships healthy, and why young teens should not compromise on these values.

Look for warning signs. Does your child seem withdrawn, spend endless hours online, or appear to be hiding
something? Young teens who wind up in inappropriate online relationships often show these warning signs. If you think this might be happening, ask your child about it.

**Sources**


Directions
When connecting with people online, the Internet opens up many opportunities. However, online communication also has its pitfalls. Fill out the chart below to show the positive and negative online experiences that Randy, Aseal, and Renee describe in the video.

<table>
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<tr>
<th>Name</th>
<th>Opportunities (potential positives)</th>
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<tbody>
<tr>
<td><strong>Randy</strong></td>
<td>• Developing closer connections with classmates</td>
<td>• Dealing with random or suspicious friend requests</td>
</tr>
<tr>
<td><em>Social network sites (Facebook)</em></td>
<td>• Establishing connections to people you wouldn’t have connected to otherwise</td>
<td>• Dealing with obnoxious and persistent contact (for example, handling repeated friend requests from strangers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not knowing who people online really are, or how they might react during communication</td>
</tr>
<tr>
<td><strong>Aseal</strong></td>
<td>• Hanging out with people you already know in an online setting</td>
<td>• Dealing with vulgar language and “trash talking”</td>
</tr>
<tr>
<td><em>Gaming</em></td>
<td>• Interacting with new people from around the world</td>
<td>• Feeling harassed by people you don’t really know</td>
</tr>
<tr>
<td></td>
<td>• Developing a better understanding of other cultures from afar (Aseal says gaming helps him get “out of [his] social box” and “see” other places around the world. He talks to people from Qatar, England, and elsewhere)</td>
<td></td>
</tr>
<tr>
<td><strong>Renee</strong></td>
<td>• Communicating more easily with friends when you aren’t with them</td>
<td>• Receiving random friend requests</td>
</tr>
<tr>
<td><em>Texting and video chatting (Skype)</em></td>
<td>• Getting to know people better</td>
<td>• Connecting too easily with new people, without thinking twice</td>
</tr>
<tr>
<td></td>
<td>• Seeing what people’s interests are</td>
<td>• Engaging in conversations that may seem okay at first, but then become uncomfortable or awkward</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dealing with requests for private or personal information from people you don’t know</td>
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Teacher Instructions
After arranging the class into groups of four or five and distributing the Internet Traffic Light Student Handout, guide students through the Internet Safety Tips below. These tips also appear on their handouts.

Internet Safety Tips

If you develop a friendship with someone online, be sure to ask yourself the following questions:

• Has this person asked me to keep any information secret?
• Has this person flirted with me, or asked me about anything sexual?
• Has this person asked me about anything private?
• Have I felt pressured by this person to do anything?
• Do I feel true to myself – sticking to my values – when I talk to this person?

If someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself, end the conversation immediately. And never plan a face-to-face meeting with someone you met online without taking a parent or guardian along.

DISCUSS the idea that just as drivers need rules when they’re on the road, students need rules when they’re online. Drivers also need traffic lights to tell them when they need to stop, and when it’s safe to proceed. Because the Internet has no traffic lights, students need to develop their own internal traffic lights. These will tell them when it’s safe to proceed, and when they should come to a stop.

TELL students to begin the activity by reading the directions on their handouts (see below).

Directions

When people drive, they should know the rules of the road. Traffic lights tell them when it’s safe to move forward, and when they need to stop.

1. Take three sheets of paper and draw a circle on each one. Color your circle “lights” green, yellow, and red.

2. With your group, read through each of the following stories. Use the Internet Traffic Light descriptions on the next page to help you decide whether it is a green, yellow, or red light situation. When you have made your choice, take one of your lights and place it face down in front of you.

3. Wait until all group members have made their choices, and then flip your papers over. Discuss the choices you made, and decide as a group which one is best.

4. After each story, write down the choice your group made and why.
SAFETY > SAFE ONLINE TALK

Internet Traffic Light

| Stop! Too dangerous to proceed. | The person you are talking to is clearly acting inappropriately, and the conversation needs to end. |
| Slow down, be cautious – and be prepared to stop. | Something about this conversation makes you feel uncomfortable. You’re alert for any signs of inappropriate or suspicious behavior. |
| Coast is clear (but look both ways!) | You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you’re prepared to put the brakes on if you need to. You have not provided any private information. |

ALLOW students 10 to 15 minutes to complete the activity. Then reassemble the class.

DISCUSS each story, inviting students to explain the choices their groups made. Although the students should think critically about their choices, it is important for them to understand that there sometimes are truly correct answers, especially when it comes to “red light” and “yellow light” situations. You may also use the following material to guide class discussion:

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**Abby’s Story**

*Abby is 13. Yesterday was her friend Ivan’s bar mitzvah, and Abby chatted with some of his relatives at the party. Today, Abby logs on to the social networking site MyFace and sees a friend request from Ivan’s uncle. She doesn’t know him very well, but they did chat a little bit about school at the dessert buffet.*

**Discussion:** YELLOW – SLOW DOWN, BE CAUTIOUS. Abby should think twice about this one. The best thing she can do is ask her parents what they think about the situation. If they think it’s fine, Abby should also let Ivan know and ask for his permission. If everyone gives her the thumbs up – and she feels comfortable being the uncle’s friend on MyFace – then it’s probably all right to accept his request. Abby should consider putting him on a limited profile setting so that he can’t see her personal information or tagged photos. She should also check out their mutual friends.

**Additional Questions:** What if Ivan’s aunt asked to be Abby’s friend on MyFace instead? Would the situation feel different? Why or why not? Would you have adult friends on Facebook or MySpace? If so, why would you decide to let them be your online friend?
Vince’s Story
Vince is 12 and loves playing EscapeGo – a fantasy combat MMORPG (massive multiplayer online role-playing game. When he first started playing, another avatar was nice to him and helped him learn the ways of the game. Since then they’ve been good friends online, completing quests together and protecting each other during combat. Once, one of their teammates asked them how old they were during a quest. “Enough small talk, dude. Nobody cares, just play the game,” Vince’s friend said in response.

**Discussion:** GREEN – COAST IS CLEAR (BUT LOOK BOTH WAYS!) It sounds like Vince’s friend has his mind set on EscapeGo and not much else. This is a good sign. It’s exciting to be able to collaborate and strategize with other players in real time, too – that’s the beauty of MMORPGs. Vince should still be aware that he’s interacting with strangers online, and that it’s never a good idea to reveal private information in these kinds of settings.

**Additional Questions:** What if Vince’s friend asked him how old he was later on? What if he wanted to meet Vince in person to talk about gaming?

Keyanna’s Story
Keyanna is 12 and she often plays Whatville, a virtual world for middle school kids like herself. One day, another avatar throws a heart her way. Keyanna knows that throwing hearts is a common way to flirt on Whatville. She also knows he’s not a newbie, because it takes someone with a lot experience to design the kind of appearance that his avatar has.

**Discussion:** YELLOW – SLOW DOWN, BE CAUTIOUS. Flirting online can be fun, as long as it’s in a safe setting. And even though it’s a popular thing to do in tween/teen virtual worlds like Whyville and Habbo Hotel, it is Keyanna’s choice whether she is comfortable with this interaction and whether she wants to throw a heart back or not – it’s her decision. If Keyanna starts feeling uncomfortable in any way, she should stop contact with this avatar immediately.

**Additional Questions:** What if the male avatar started interacting with Keyanna in Whatville and no one else? Do you think that’s a warning sign?

Catherine’s Story, Part 1
Catherine, who is 13, logs on to a chat room for teenagers. Her screen name is CathyKisses13. A guy called MikeyMike99 said hi to her a few days ago, and they’ve talked every day since. He’s really easy to chat with, and she likes venting to him about things that annoy her at school and at home. She hasn’t told him anything too personal yet. “U seem so mature. Ur 13 right? I’m 20,” MikeyMike99 says.

**Discussion:** RED – STOP! TOO DANGEROUS TO PROCEED. Consider coming to a complete
stop. Catherine should be aware that her screen name makes her a potential target for inappropriate contact in the chat room: it’s flirty, indicates her age, and even says her name. It’s good that Catherine hasn’t divulged too much personal information to MikeyMike99, and she should be extremely cautious about maintaining further contact with him. Some people (older teens or young adults, more commonly) develop inappropriate relationships with younger teens online over time, establishing feelings of trust and affection at first in order to make their advances seem more normal.

**Additional Questions:** Catherine insists she hasn’t told MikeyMike99 anything too personal. From your perspective, what does that mean?

**Catherine’s Story, Part 2**
Catherine is back online and she continued talking with MikeyMike99, and they’ve been talking for about a week now. He’s starting to flirt with her, and she’s flattered because he seems pretty mature. After all, Catherine’s not really into any of the guys at her school, so she likes flirting with Mike online. Today he writes, “Can I show u a pic?” Before she types a response, he says again: “Keep this private ok? I like u, Cat. I hope u like me 2.”

**Discussion:** RED – STOP! TOO DANGEROUS TO PROCEED AND TELL AN ADULT IMMEDIATELY. Catherine has found herself in a risky situation, whether she knows it or not. Talking sexually with people online is risky, especially if you know that person is older. There’s a good change that MikeyMike99’s picture is inappropriate, and Catherine should feel very uncomfortable that he is asking her to keep something private. Even though she’s gone too far already, the power is still in her hands. Catherine should stop talking with Mike entirely and even though it might be a little embarrassing, she should talk to friend or parent right away about what happened.

**Additional Questions:** What are some ways in which MikeyMike99 tries to make Catherine feel comfortable? (He uses a nickname (Cat) affectionately; he also appears to make himself vulnerable by telling her that he likes her, hopes she likes him too.)
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What light do you think Abby should choose in this situation? Explain your choice.

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What light do you think Vince should choose in this situation? Explain your choice.

________________________________________________________________
________________________________________________________________

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---|---
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What light do you think Catherine should choose in this situation? Explain your choice.
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Now what light do you think Catherine should choose? Explain your choice.
________________________________________________________________
________________________________________________________________