

# Longview Middle Schools

## Human Growth and Development Lessons

6 <sup>th</sup> Grade Lesson	7 <sup>th</sup> Grade Lesson	8 <sup>th</sup> Grade Lesson
Change is Good	Everybody's Got Parts, Part 1	Making SMART Choices
Who Are You Online	Everybody's Got Parts, Part 2	Social Media - Our Responsibilities
Chatting Safely Online	Making SMART Choices	Sexting and Relationships
More than Friends	We Need to Talk	Talking without Speaking
Communicating about a Sensitive Topic	Choose Your Words Carefully	Pre-Law
STD Basics	Pre-Law	Consent Goes with Everything
	My Social Media Life	Understanding Boundaries
	The Power of Digital Footprints	Healthy and Unhealthy Relationships
	Understanding Boundaries	Warning Signs: Understanding Sexual Abuse and Assault
	Healthy and Unhealthy Relationships	STD Basics
	STD Basics	Reproduction Basics

# Making SMART Choices

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

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

**TARGET GRADE:** Grade 7 and 8

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

- Markers for white board or flipchart paper
- Flipchart paper if no white board available
- Masking tape
- Handout: "Making SMART Choices (Teacher's Guide)" – one copy for the teacher
- Handout: "Making SMART Choices (Student Handout)" – one per student
- Handouts: Making SMART Choices Scenarios 1-3, one per groups of 3 students
- Homework: Three assignments – one of each per student:
  - i. "Everything's Different, Nothing's Changed" Student Questionnaire
  - ii. "Everything's Different, Nothing's Changed" Parent/Caregiver Questionnaire
  - iii. Three-question homework reflection sheet

## **LEARNING OBJECTIVES:**

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

1. Demonstrate an understanding of using a decision-making model to determine whether they want to be in a sexual relationship. [Knowledge, Skill]
2. Demonstrate their understanding of how to apply the SMART decision-making model to real-life situations. [Knowledge, Skill]

## **PROCEDURE:**

**STEP 1:** Sometimes, just launching into a story can get your students' attention. Walk to the front of the room and begin the class by saying the following:

"Let's say you were in the cafeteria here at school and you saw two students who clearly didn't like each other. They start out giving each other looks as they get their food and go to sit down; then one makes a comment a little too loudly about the other. That student gets up, walks over to the first student and asks, also loudly, 'are you talking to ME?' The first student stands up and says, 'Sure am – what are you going to do about it?'"

On the board/flipchart paper in front of the room, write "What can you do?" Ask the students, "What are ALL the different things you can POSSIBLY do in this situation? Don't worry if they sound unrealistic or might not be what YOU would do. Just tell me what all the possible options are here."

Record the responses on the white board or newsprint. Possible responses may include:

- Leave the cafeteria
- Run and get an adult
- Stand between the two students and tell them both to calm down

REV. DATE 12/8/2017

## The MAKING SMART CHOICES Model

- Jump up and chant, “Fight! Fight! Fight!”
- Join in with the student you agree with and stand next to that person
- Try to calm everyone down by making a joke, like, “Hey, you’re being so loud, I can’t concentrate on my tater tots over here!”
- Grab your phone and start filming

**Note to the Teacher:** *Feel free to contribute any of the responses listed above if the class does not come up with them and ask whether they feel they should be added to the list.*

Explain to the students, “Clearly, there are things people need to think about before making a decision. We are now going to talk about a model that can guide us in making difficult decisions. And for the rest of the class, we’re going to be talking about how we can use it to decide about whether to be in a sexual relationship with another person.” (7 minutes)

**STEP 2:** Distribute the student handout, “Making SMART Choices Model” to students. Writing each letter and word/phrase on the board or flipchart paper as you go along, go through the model with the students using the teacher’s guide as a resource. Answer any questions the students may have about the model.

Say, “We’re now going to put the SMART Model into practice. Let’s take the scenario we just talked about. Just to remind you, the scene is: you are in the cafeteria here at school and you see two students who clearly don’t like each other. They start out giving each other looks as they get their food and go to sit down; then one makes a comment a little too loudly about the other. That student gets up, walks over to the first student and asks, also loudly, ‘are you talking to ME?’ The first student stands up and says, ‘Sure am – what are you going to do about it?’”

Let’s go through the model together. First, we need to stop for a minute because this is a big decision to make. Second, you want to make a list of all your possible options – we just did that at the beginning of class. Now comes the fun part: Analyzing your options.”

Ask the class to review the list of options on the board and help you to delete the options that are less realistic or are not allowed because you’re in school. Work with the students to get down to one, and circle it on the board.

Say, “So we analyzed our options, and with this one that I circled, we reached a decision – which is the next letter in the model. The last letter, the T, really comes after you’ve made your decision. You need to check in from time to time about what you felt was a good decision, what you felt maybe wasn’t the best decision for you, and determine what, if anything, you want to do differently moving forward.” (15 minutes)

**STEP 3:** After about ten minutes, ask for a few groups to volunteer to walk through what they came up with. After each group presents their model, ask for the rest of the class to give feedback on what they thought was particularly effective and what, if anything, they’d propose changing about it. (10 minutes)

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

Teacher observation during the full-class discussion will be combined with the small group worksheet to determine whether the learning objectives have been met.

# The MAKING SMART CHOICES Model

## Student Handout

Whenever we have a decision to make, we need to think before we act if we want to make a SMART decision. But how do we go about doing this? In this model, each letter in the word “SMART” stands for one step toward making smart decisions.

### S – SLOW DOWN

You have the right to take as much time as you need to make a good decision that is right for you.

### M – MAKE A LIST OF YOUR OPTIONS

Looking at every possible choice will help you know that you've really thought everything through.

### A – ANALYZE YOUR CHOICES

Be honest with yourself and think about the pros and cons of each option. Make sure to weigh your options because not all will have equal value.

### R – REACH A DECISION

Pick the best choice and consider what'll help you STICK to your decision.

### T – THINK AND EVALUATE

Depending on the choice you make, you may need to check in from time to time and see how things are going.

*From Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex:  
A Curriculum for Young People. Rochester, NY: Metrix Marketing.*

# The MAKING SMART CHOICES Model

## Teacher's Guide

Whenever we have a decision to make, we need to think before we act if we want to make a SMART decision. But how do we go about doing this? In this model, each letter in the word “SMART” stands for one step toward making smart decisions.

### S – SLOW DOWN

The LEAST effective way to make a decision is in the moment, before thinking about it first! You need to look at all the things that are going on – who might be involved? Who's definitely not? You have the right to take as much time as you need to make sure you are making a good decision.

### M – MAKE A LIST OF YOUR OPTIONS

Looking at every possible choice you can make – even the silly ones, even the irresponsible ones – will help you know that you've really thought everything through. Talk about your options with people in your life who you know well and trust. And once you've made up your list you're ready for the next step.

### A – ANALYZE YOUR CHOICES

This means thinking about the pros and cons of each, weighing your options and being honest with yourself. If your choice will lead to healthy behaviors, is consistent with your values, and will help you meet your future goals, it's the SMART choice for YOU. Once you've figured this out, you're ready to for the next step.

### R – REACH A DECISION

After analyzing all of your choices, pick the one that is the right decision for you. Think about your decision and make sure it feels like a healthy, smart choice for you. Okay, so now that you've made a SMART decision, you need to think about what you'll need to STICK to it. For example, if your decision is about waiting to have sex, who in your life can support you in this decision?

### T – THINK AND EVALUATE

Depending on the choice you make, you may need to check in from time to time, see how things are going, and look at what may need to change in order to stick with – or alter – the decision you've made. Thinking about how you made your decision in the first place – even going through the beginning part of the SMART model again – can really help you stay true to what YOU think is best, not what you think your friends or your partner want you to do.

*From Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex:  
A Curriculum for Young People. Rochester, NY: Metrix Marketing.*

## Making SMART Choices Scenario #1

Your boyfriend/girlfriend invites you and two other couples over on a night when their parents are out. You are all in one main room together, and each couple is kissing. At some point, you hear someone say, "I think we all need some more privacy," and soon both of the other couples disappear. Your boyfriend/girlfriend looks at you and says, "Now that we're alone, maybe we can finally take things to the next level."

*Adapted with permission from a lesson in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.*

## Making SMART Choices Scenario #2

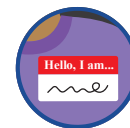
You are out with your boyfriend or girlfriend and your conversation moves to the topic of sex. Neither of you has ever had any kind of sex before and this is the first time you are talking about it. Your boyfriend or girlfriend says: "I really want to know what it feels like, don't you? What if we do it just once just to see what it feels like, and then we don't have to do it again if we don't want to?"



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## GRADE 8

# Social Media and Digital Footprints: Our Responsibilities



DIGITAL FOOTPRINT &amp; IDENTITY

*We define  
who we are.*

How does using social media affect our digital footprints?

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## OVERVIEW

Social media can be a place to connect, learn, and, most of all, share. But how much do kids know about what they're sharing -- and not just about themselves but each other? Help students think critically about their digital footprints on social media.

[See the U.K. version of this lesson plan](#)

**Students will be able to:**

- Identify reasons for using social media and the challenges that often come along with it.
- Reflect on the responsibilities they have that are related to digital footprints -- both their own and others' -- when they're using social media.
- Identify ways to make the most of social media while still caring for the digital footprints of themselves and others.

**Key Vocabulary:**

**digital footprint**

all of the information online about a person, either posted by that person or others, intentionally or unintentionally

**oversharing**

sharing personal feelings, information, or experiences that later make someone feel uncomfortable or regretful

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**Key Standards Supported**



**COMMON CORE**

L.8.1, L.8.3, L.8.6, SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.6, W.8.4, W.8.9, W.8.10

**CASEL**

1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

**AASL**

I.A.1, I.A.2, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.2, II.B.1, II.B.2, II.C.1, II.C.2, II.D.1, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.3, V.A.2, V.A.3, V.C.1, V.D.1, V.D.2, VI.A.2, VI.D.1, VI.D.3

**ISTE**

1d, 2a, 2b, 3c, 3d, 7b

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**What You'll Need**

Some resources below are available in Spanish

**Classroom resources**

- [Lesson Slides](#)
- [Video: Teen Voices: Oversharing and Your Digital Footprint](#)
- [Lesson Quiz](#)

**Take-home resources**

- [Family Activity](#)
- [Family Tips](#)
- [SEL Conversation Starter](#)

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**Don't have time for a full lesson?**

15 mins.

Use this quick activity to engage students around key learning outcomes.

## Lesson Plan

### Warm Up: Views on Social Media

15 mins.

1. **Note:** This lesson includes student discussion about social media, which includes platforms such as Snapchat, Instagram, etc. You can use a broad definition of social media to include any way that students communicate and post online, such as livestreaming, live gaming, YouTube comments, fan communities, or even communicating through Google Docs.
1. **Project Slide 4** and allow students a few minutes to reflect and write a response to the question. Invite students to share out their experiences.
2. **Project Slide 5** and have students consider the questions on the slide as they watch the **Teen Voices: Oversharing and Your Digital Footprint** video. After watching the video and taking notes, invite students to share out their responses.
3. **Use** the following key points to guide the discussion. Be sure to emphasize both the benefits and drawbacks of sharing on social media:

#### Benefits:

- Communication: It's a way to stay in touch and stay connected to friends and family.
- Expression: You can post your personal opinions and ideas about important topics.
- Entertainment: It's fun to share things you're interested in.
- Future: It's an opportunity to present a curated version of yourself for the public or for colleges and employers.

#### Drawbacks:

- **Oversharing:** *when people share something they later regret (Slide 6)*
  - Permanence: Embarrassing or regrettable posts, including those that "disappear" (Snaps, Stories, etc.), become part of your permanent **digital footprint**, which might have a negative impact. Define **digital footprint** as *all the information online about a person posted either by that person or others, intentionally or unintentionally. (Slide 7)*
  - Social pressure: When everyone else is posting, you feel pressure to participate.
  - Life balance: Managing multiple platforms and accounts requires a lot of time.
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## Discuss: Rings of Responsibility

30 mins.

1. **Direct** students to form a circle (move chairs and desks if necessary). Be sure every student can see each other.

For large classes, consider dividing students into two or three smaller circles. Smaller circles allow students more chance to talk and increased comfort but also may present management and facilitation challenges.

2. **Explain** that how you use social media has a big impact on both your digital footprint and the digital footprints of others.

Project **Slide 8** and say: *These are the Rings of Responsibility, which we use to think about the different people we have responsibilities to. Having "responsibilities to" someone means that you think about how your actions will affect them. Today we're going to have a circle discussion about digital footprints and the responsibilities we have related to them.*

3. **Project Slide 9** and review the directions. Read the question aloud and allow students one minute to reflect. Encourage students to include an explanation in their responses. If students struggle with this question, consider providing an example:

- *One responsibility I have to myself when I use social media is to keep my posts positive. I know I'm more likely to regret it later if I post something negative or mean, even if I delete the post. So by keeping my posts positive, I know I'll feel OK about them later.*

Call on a volunteer to begin. Encourage all students to share when it is their turn, but if any are reluctant, they can just say "pass." Emphasize that only one person should be speaking at a time and that students must speak loudly enough for everyone in the circle to hear.

4. **Facilitate** a discussion by telling students they can now respond to each other's comments. They should remember that only one person speaks at a time, and they should raise their hand before speaking. You can have students call on the next speaker after they've made their comment, or you can call on students to speak. To help generate discussion, consider posing the following questions:

- *What comments from other students do you agree with? Which would you want to challenge?*
- *What comments stand out to you or surprise you? Why?*
- *Are there any comments that you have clarifying questions about?*

5. **Say:** *Thank you for sharing your ideas. We're now going to do a second round with a new question.* Project Slide 10 and repeat Steps 3 and 4 using the new question. Explain that your *community* includes people you know and interact with personally while your *world* includes people you don't know but who may see your social media posts or be affected by them.

For example, you may feel you have a responsibility to your *community* to not post embarrassing pictures of those people without their permission. And you may feel a responsibility to your *world* to not post or spread gossip or hateful things.

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#### Wrap Up: Takeaways

5 mins.

1. Project Slide 11 and allow students a few minutes to write their Exit Ticket response.

Collect sheets to assess student learning.

2. Have students complete the Lesson Quiz. Send home the Family Activity and Family Tips.

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#### Additional Resources:

1. **Before the lesson:** As an optional activity before the lesson, have students complete the **Break It Down** storyline in Digital Compass™ by Common Sense Education. This will help introduce key concepts of this lesson. To see more, check out the Digital Compass Educator Guide.
2. **Extend the lesson:** Reinforce the learning objectives from this lesson by having your students watch our Digital Connections video series. The videos address key digital citizenship topics like:
  - Practicing media balance
  - Being kind online
  - Staying safe when using tech
  - Identifying misinformation onlineThere are six videos, and each includes reflection questions and a quiz. The series can be completed as a self-guided activity, as homework, or even as part of a future digital citizenship lesson.
3. **Extend the lesson:** Have students apply what they have learned by completing the "Shaping Your Digital Footprint" Activity on TestDrive, a social media simulator co-developed by the Cornell Social Media Lab and Common Sense Education. Students go through a self-guided activity to reinforce key concepts and practice creating a positive digital footprint. For more information, download the Social Media TestDrive Educator Guide.



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Lesson last updated: February 2023



DIGITAL FOOTPRINT & IDENTITY

We define who we are.

DIGITAL CITIZENSHIP | GRADE 8

# Social Media and Digital Footprints: Our Responsibilities



SHARE CAREFULLY

# Essential Question

How does using social media affect  
our digital footprint?

# Learning Objectives

1

Identify reasons for using social media and the challenges that often come along with it.



2

Reflect on what responsibilities they have related to digital footprints—both their own and others'—when using social media.



3

Identify ways to make the most of social media while still caring for the digital footprints of themselves and others.





## WARM UP: REFLECT

How would you describe your experiences with social media, either for yourself or for people you know? Good, bad, or in the middle? Why?

Directions:

1. Take a moment to think silently about this question.
2. Then, capture your ideas on the blank sheet.





WATCH + DISCUSS



To watch this video on the Common Sense Education site, click [here](#).

## Discuss:

- What viewpoint in the video do you agree with, and why? (Be specific.)
- What are some of the drawbacks of social media use that teens brought up?



# Oversharing

When people share something they later regret





# Digital footprint



All the information online about a person either posted by that person or others, intentionally or unintentionally





## The Rings of Responsibility





What responsibilities do you have to your self when you use social media? How can you be responsible for your own digital footprint?

### Directions:

1. Take a minute to reflect on the question above.
2. The teacher will choose one person to share first. They'll have one minute to share out.
3. They'll pass clockwise to the left, and the next person will have one minute to share. This will continue in a circle until everyone has shared.





## ANALYZE: RESPONSIBLE SOCIAL MEDIA



What responsibilities do you have to others when using social media? How can you be responsible for others' digital footprints?

### Directions:

1. Take a minute to reflect on the question above.
2. The teacher will choose one person to share first. They'll have one minute to share with the group.
3. They'll pass clockwise to the left, and that person will have one minute to share. This will continue in a circle until everyone has shared.





Write down one example you would like to use in your own life around being responsible for your own digital footprint ... or the footprints of others.





We define  
who we are.

## GRADE 8

# Sexting and Relationships



RELATIONSHIPS &amp; COMMUNICATION

*We know the power  
of words & actions.*

## What are the risks and potential consequences of sexting?

### OVERVIEW

It's natural for teens to be curious about their emerging sexuality. But most middle schoolers aren't prepared for the risks of exploring this in the digital age. Help students think critically about self-disclosure in relationships and practice how they'd respond to a situation where sexting -- or a request for sexting -- might happen.

[See the U.K. version of this lesson plan](#)

#### Students will be able to:

- Compare the risks and benefits of self-disclosure in relationships.
- Identify the risks and potential consequences of sexting.
- Use the Feelings & Options thinking routine to consider how to respond in situations where sexting could occur.

#### Key Vocabulary:

**red flag feeling**

when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious

**self-disclosure**

sharing private or personal thoughts and feelings with someone

**sexting**

digital sharing of intimate images or video with another person

#### Key Standards Supported

**COMMON CORE**

L.8.1, L.8.2, L.8.2c, L.8.3, L.8.4, L.8.6, RI.8.1, RI.8.2, RI.8.4, RI.8.10, SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.4, SL.8.6, W.8.4, W.8.10

**CASEL**

1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

**AASL**

I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.3, IV.B.4, V.A.2, V.A.3, V.C.1, V.C.3, V.D.1, V.D.2, VI.A.1, VI.A.2, VI.A.3, VI.D.1, VI.D.2, VI.D.3

**ISTE**

2a, 2b, 2d

**What You'll Need**

Some resources below are available in Spanish

**Classroom resources**

- [Lesson Slides](#)
- [Video: Teen Voices: Sexting, Relationships, and Risks](#)
- [Late Night Texting Handout Teacher Version](#)
- [Lesson Quiz](#)

**Take-home resources**

- [Family Activity](#)
- [Family Tips](#)
- [Family Engagement Resources](#)

**Don't have time for a full lesson?**

15 mins.

Use this quick activity to engage students around key learning outcomes.

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## Lesson Plan

### Warm Up: Self-Disclosure

15 mins.

1. **Before the lesson:** This lesson deals with sexting, a sensitive topic that can be difficult for both teachers and students to discuss. You may need to make modifications depending on your classroom. For example, you might teach this lesson separately to boys and girls. Or you might have students work individually rather than in groups. Or you might invite volunteers to share out rather than calling on students. Check the Additional Resources at the end of the lesson plan for more facilitation suggestions.

1. **Ask:** *Can you remember a time when you shared a secret or something really personal with someone else?*

Have students think to themselves and invite them to share out. Emphasize that they don't need to say what or with whom they shared but just what the experience was like and how it made them feel.

2. **Explain** that *sharing private or personal thoughts and feelings with someone* is called **self-disclosure**. (Slide 4) Self-disclosure can bring people closer together, but it also can be risky.
3. **Explain** that one common type of self-disclosure is **sexting**, which is defined as *digital sharing of intimate images or videos with another person*. (Slide 5) Sexting is a very private type of self-disclosure. Tell students that you will watch a short video about the topic and then have a discussion.

Explain to students that this is a very sensitive topic and that it's important that they be their most mature selves when discussing it. Review the existing discussion norms for the class or consider presenting one or more of the following norms: (Slide 6)

1. Speak your truth.
2. Respect others' viewpoints.
3. Don't interrupt.
4. Disagree respectfully.

Provide examples and clarify any questions students have about the norms.

4. **Project Slide 7** and ask students to consider the two discussion questions as they watch the **Teen Voices: Sexting, Relationships, and Risks** video. After watching the video, invite students to share their responses to the discussion questions.

## 5. Summarize some of the key reasons and risks related to sexting, including the following.

Reasons:

- To get someone to like you
- To show off your confidence
- Peer pressure

Risks:

- It could be shared with people you don't want to see it, like family, people you don't know, or friends.
- Your relationship with the person could change, but the image doesn't go away, and you might regret having sent it.

Explain to students that in the next activity, they will be looking at and analyzing a specific scenario involving sexting.

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Analyze: **Late-Night Texting**

20 mins.

1. **Distribute** the Late-Night Texting Student Handout and have students read Part 1 silently, or read it aloud to the class. Ask: *What are your thoughts about this situation? Is what Tyler texted OK?*

Have students share their ideas with a partner and then invite students to share out with the class. Students may say it's not OK because Tyler is pressuring Alyssa or because he's being peer-pressured by his older brother.

2. **Ask:** *Does Alyssa seem comfortable with what Tyler is asking her? How do you know?*

Students should identify that Alyssa doesn't feel comfortable and that she shows this by saying "ummm" and "I don't know about that." Have students circle or highlight the lines on their handouts.

3. **Explain** that this is an example of a **red flag feeling**. A red flag feeling is when *something happens online or with a device, and it causes you to feel uncomfortable, worried, sad, or anxious*. (Slide 8) It is a warning sign that something might be off.

When you have a red flag feeling, it's important to slow down, pause, and think about how you're feeling using the Feelings & Options steps. (Slide 9)

Feelings & Options is a thinking routine that supports social skills and thoughtful decision-making for digital dilemmas. Learn more about teaching with digital dilemmas and thinking routines.

Have students read aloud the questions associated with each step.

4. **Tell** students that they're going to use the Feelings & Options steps to explore how to handle Alyssa's dilemma. Have students work in groups to discuss and complete Part 2 of the handout.

Invite students to share out responses from Part 2. Use the **Teacher Version** to support the discussion.

5. **Ask:** *What could happen if Alyssa shares a sext with Tyler? What if she doesn't?* Invite volunteers to share their reactions. Emphasize the possible unintended consequences if Alyssa decides to sext:
  - Social networks and apps make publishing and sharing quick and easy. It's hard to know where the image will go, who might receive it, and who could repost it.
  - A sext can leave your social circle very quickly and spread to a large public audience. Once you press send, that picture is out of your control forever. You have no control over what others may think and how they might reshare that image with others.
  - Even if you trust someone, you never know. People change, get in fights, and break up. If someone is angry with you, they might try to get revenge by sharing something personal about you to embarrass or humiliate you.
  - Sexting by minors (kids under 18) is illegal in some states. (See **Sexting Laws Across America** by the Cyberbullying Research Center.)
6. **Optional:** This activity analyzes sexting from the perspective of Alyssa, the person who is asked to send intimate pictures. If time allows, extend the lesson to have students more explicitly consider Tyler's perspective. Have students reflect on the questions in Part 4 of the handout, discuss in groups, and share out as a class.

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Enact: **Real-Life Responses**

15 mins.

1. Have students return to the **Late-Night Texting Student Handout** and complete Part 3.
  2. **Invite** students to share out responses. Capture student ideas on **Slide 10**. Use the **Teacher Version** to support student ideas with specific strategies.
  3. **Project Slide 11** and explain that when it comes to self-disclosure and sexting, it is never OK to:
    - **PRESSURE SOMEONE** into doing something they're not comfortable with, like sexting.
    - **FEEL PRESSURED** to sext by being harassed or even blackmailed. Block the contact, tell a trusted adult, and call your local law enforcement agency or the Crisis Text Line.
    - **SHARE OR FORWARD** a sext that someone has sent to you. Your actions could embarrass, humiliate, and devastate someone.
  4. **Assign** the **Google Classroom Quiz**. Send home the **Family Activity** and **Family Tips**.
-

## Additional Resources:

1. In preparation for this lesson, here are other recommended resources:

- National Center for Missing and Exploited Children's resources to fight **Sextortion**, including the **CyberTipline**.



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Lesson last updated: December 2022



RELATIONSHIPS & COMMUNICATION

We know the power  
of words & actions.

DIGITAL CITIZENSHIP | GRADE 8

# Sexting and Relationships





# Essential Question

what are the risks and potential consequences of sexting?

# Learning Objectives

1

Compare the risks and benefits of self-disclosure in relationships.



2

Identify the risks and potential consequences of sexting.



3

Use the Feelings & Options thinking routine to consider how to respond in situations where sexting could occur.



# Self-disclosure

Sharing private or personal thoughts and feelings with someone





# Sexting

Digital sharing of intimate images or videos with another person

# Respectful Discussion Norms

1. Speak your truth.
2. Respect others' viewpoints.
3. Don't interrupt.
4. Disagree respectfully.



## WATCH + DISCUSS



To watch this video on the Common Sense Education site, click [here](#).

### Discuss:

- What did teens identify as some of the reasons why people sext?
- What did they say were some of the risks?



# Red flag feeling

When something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious





# Feelings & Options

**Identify.** Who are the different people involved in the scenario? What dilemma or challenge are they facing?

**Feel.** What do you think each person in the dilemma is *feeling*? Why might the situation be hard or challenging for each of them?

**Imagine.** *Imagine* options for how the situation could be handled. Come up with as many ideas as possible: There's no one "right" answer! Then choose: Which option might lead to the most positive outcome, where most people feel good or taken care of?

**Say.** Thinking more about the idea you chose for handling the situation, what could the people involved *say*?





# Ways to Respond


1. [Capture student responses here.]




## REFLECT: RED FLAGS

It is **NEVER** OK to:

- ! **PRESSURE SOMEONE** into doing something they're not comfortable with, like sexting.
- ! **FEEL PRESSURED** to sext by being harassed or even blackmailed. Block the contact, tell a trusted adult, and call your local law enforcement agency or the **Crisis Text Line**.
- ! **SHARE OR FORWARD** a sext that someone has sent to you. Your actions could embarrass, humiliate, and devastate someone.



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# Late-Night Texting

NAME \_\_\_\_\_


DATE \_\_\_\_\_


## Part 1 Directions



Read the scenario and the text conversation.

**Late-Night Texting**

*Sixteen-year-old Alyssa and her boyfriend, Tyler, have been boyfriend and girlfriend for two months. They both really like each other, and they text each other a lot. They feel like they can share their feelings with each other. They're up late texting one night, and Tyler starts flirting. Alyssa feels flattered since she likes Tyler, too. Tyler heard from his older brother that to take it to the next level, he could ask Alyssa for something personal. But he wasn't sure about doing this.*



**Tyler** 

today at 9:39pm

loved what u were wearing today  
u looked great

glad you like it ;)

so...what u wearing now?

wouldnt u like to know haha

i def would. why don't you show me?

ummmm

just wearing pajamas, nothing  
you need to see

hmmm...ur probably right. just take  
them off before you take the pic?

yah, i don' t know about that.  
ummm....

c'mon its not like i'm sum random  
guy. You know how much i like you

## Part 2 Directions: Work with your group to answer the questions below.



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# Late-Night Texting

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Identify:** Imagine you are in Alyssa's position. What dilemma or challenge is she facing?

**Feel:** What do you think Alyssa is *feeling*? Why might the situation be hard or challenging for her?

**Imagine:** *Imagine* how Alyssa could handle the situation. Come up with as many ideas as possible: There's no one "right" answer! Then, highlight which option might lead to the most positive outcome.

**Part 3 Directions:** Work with your group to complete the question below.



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# Late-Night Texting

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Say:** Thinking more about the idea you chose for handling the situation, what could Alyssa say or do?

First: What could Alyssa say or do?

Second: How would Alyssa say it?

<input type="checkbox"/> In person	<input type="checkbox"/> Call or FaceTime	<input type="checkbox"/> Text
<input type="checkbox"/> Direct/private message	<input type="checkbox"/> Email	<input type="checkbox"/> Other: _____

Third: What would Alyssa say? Write out the conversation.

## Part 4: Tyler's Perspective (optional)

You used the Feelings & Options steps to think through Alyssa's perspective. Now, in your group, consider Tyler's perspective by discussing the following questions:

- The scenario mentions that Tyler's older brother suggested he "take it to the next level." How might that have influenced Tyler's actions?
- Besides not asking in the first place, what could Tyler have done differently to avoid giving Alyssa a red flag feeling?
- What could Tyler say if he realizes Alyssa is uncomfortable with the request?



# Talking Without Speaking: The Role of Texting in Relationships

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

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

**TARGET GRADE:** Grade 8

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

- Laptop or desktop computer with PowerPoint on it
- Worksheet: "Beth and Sam" – enough copies for half the class
- Homework: "Let Me Think About It" – one per student
- White board and markers (at least one marker should be red, and one should be green, if possible)
- LCD projector and screen
- Powerpoint: "Talking by Texting"

## **LEARNING OBJECTIVES:**

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

1. Name at least one thing they do and don't like about communicating via text. [Knowledge]
2. Identify at least two ways in which people can miscommunicate via text and the impact these miscommunications can have on their relationship with another person. [Knowledge]
3. Explain at least one way of texting clearly and respectfully with another person in an effort to avoid misunderstandings. [Knowledge]

## **PROCEDURE:**

**STEP 1:** Say, "Today we are going to be talking about the types of social media you all tend to use, and what you do and don't like about them. What are you currently using?" Record the list on the board.

Examples might include:

- Instagram ☐
- Vine ☐
- Facebook ☐
- Snapchat ☐
- YouTube ☐
- Tumblr ☐
- Twitter ☐

Once you have a list brainstormed ask, "What are the things you like about these? What don't you like about them?" With the green marker, record what they say they like, and use the red marker to record what they say they don't like.

## Talking Without Speaking: The Role of Texting in Relationships

Ask, “How many of you have ever messaged with someone, either using a phone for texting or some other app?” After a few hands have been raised ask, “Have you ever misunderstood what someone meant when they messaged you – or had someone misunderstood what you meant?” After a few responses say, “It’s really common for this to happen. Let’s take a look at why that might be, and what we can do about it.” (8 minutes)

**STEP 2:** Start the PowerPoint, “Talking by Texting.” Say, “Sometimes we don’t know what a person means because there’s no feeling behind the text. Or, people use shorthand – they think they’re being super clear, but we’re not sure what they mean, and vice versa. Let’s take a look at a few examples.”

Go to slide #2, and go through each example one at a time. Use the following as a guide:

Example One: Someone writing “Thx” vs. “Thanks” can sometimes communicate flirting – or just affection if it’s done between friends or family members. In other cases, it’s just a quick short-hand, and have no meaning behind it.

Point out that person one said “I enjoyed hanging with you yesterday” but person two did not say, “Me, too.” Ask students whether they noticed that, and what they think. If they were Person One, how could they follow up to see whether Person Two enjoyed hanging out with them?

Example Two: Ask the students what they think Person Two is saying in their response, as well as how Person One might interpret that answer. Ask them to share what they think Person Two could have done differently.

Example Three: Ask students about Person Two’s response. Explain that with punctuation in texts, the number used communicates different things. One question mark would have communicated confusion – three can communicate “I’m annoyed with you.” Ask what Person Two could have said to be clearer.

Example Four: Ask students what the symbol on the slide means, probing for “I’m texting you back.” Talk about how it feels to be waiting for a response – or how it feels to see those, have them disappear, and then reappear. This communicates that the person is writing and re-writing their response. In other cases, people aren’t planning to respond, but hit a random letter, and so the dots will remain there until they delete the random letter. This can be really confusing to and raise anxiety for Person Two, depending on what they’re discussing.

Example Five: Ask, “What are some reasons why a person may not text another person back?” Probe for:

- They may not feel like talking/not like you ☐
- Somebody may have come up to them ☐
- They might have gotten another text from someone else ☐
- They might have gotten distracted ☐

Say, “Has anyone ever been ignored by another person? What does that tend to feel like?” After a few responses, go to the next slide and say, “Not responding at all to a text is like



## Talking Without Speaking: The Role of Texting in Relationships

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

ignoring someone. And even though you may have a reason for not responding, the other person doesn't necessarily know that. Go to Slide #5 and say, "Emojis can help – as you know, this represents only a small number of what's out there! The only problem is—" go to slide 6—"even Emojis can't communicate everything you're trying to communicate sometimes. Say Person One asks Person Two to hang out – A thumbs up is pretty clear that Person Two is up for it; what could the second Emoji communicate? How about the last two?" If it's not mentioned, talk about how the fourth Emoji can be used to communicate an expectation of doing something sexual. (13 minutes).

**STEP 3:** Ask whether they know of anyone who had a fight with a friend or boyfriend or girlfriend via text or other messaging. Ask for examples of what the fight was about. Pull out themes, probing for issues relating to what was said and how it was said – as well as how each person responded.

Say, "Talking by text is really similar to talking in person or talking over the phone or by Skype – but there are some real differences. Let's figure out how we can text in ways that are clear – and don't put us into awkward or even unsafe situations."

Divide the class into pairs. Hand out the Beth and Sam Worksheet and ask for individual volunteers to read the first three paragraphs aloud. Tell pairs they will have about 10 minutes to read the text dialogue and answer the questions on page 2 together. (12 minutes)

**STEP 4:** After about 10 minutes, process in the larger group by going through the questions on the worksheet. Make sure to make the following points:

- Just like with in-person conversations, people can misunderstand or miscommunicate via text. □
- The main difference between a difficult conversation or disagreement via text rather than having it in person is that a person can put down their phone and not respond, which can feel hurtful and disrespectful to the other person. □
- Texts that you thought were fine to send but were misconstrued by another person can be forwarded on to other people, which can blow the situation out of proportion and make a private disagreement public. □ (15 minutes)

**STEP 5:** Distribute the homework sheet, which asks them about their own use of cell phones to communicate with others, and ask them to return it during the next class session. (2 minutes)

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

The first learning objective will be accomplished during the whole-class brainstorm activity. The second learning objective will be addressed during the short PowerPoint presentation and discussion, and reinforced by the paired worksheet activity, the latter of which will also fulfill the third learning objective.

### HOMEWORK:

Students will complete a self-assessment of their own cell phone use with a specific focus on communicating via text.

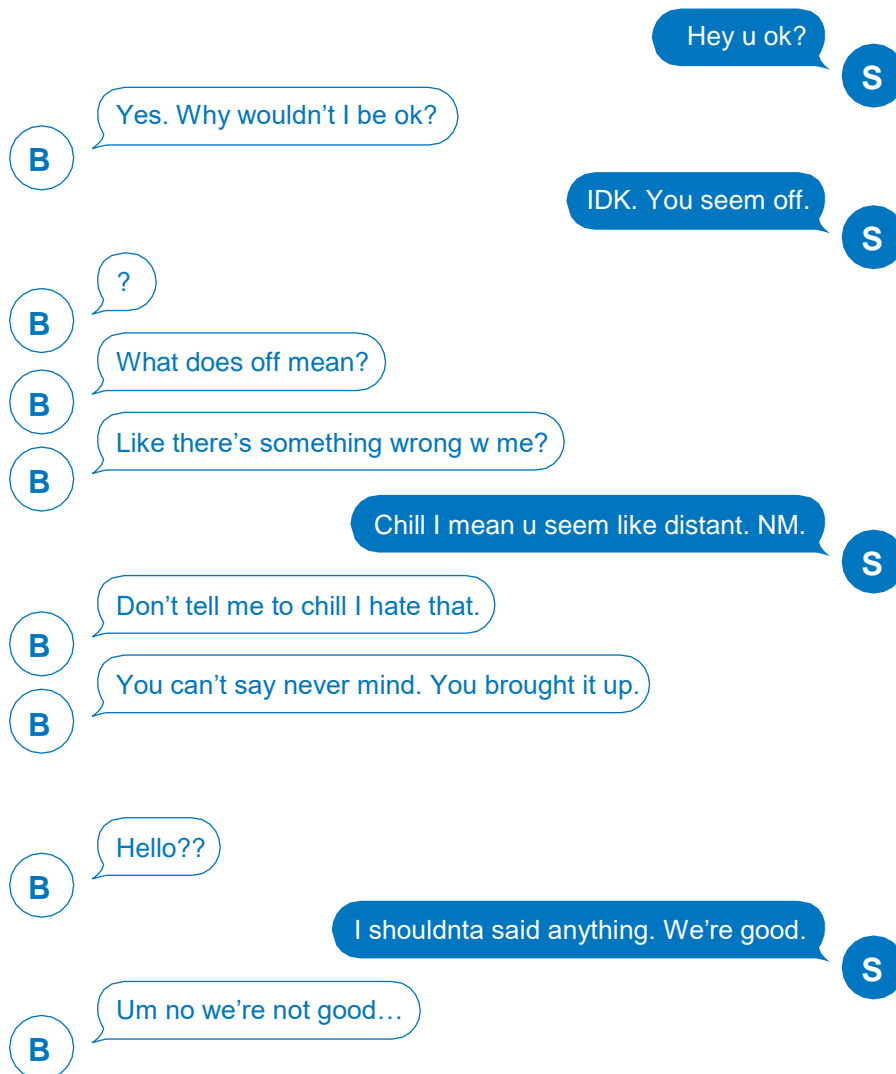
## Beth and Sam

Beth and Sam have been going to the same schools since Kindergarten. They only knew each other to say hi, but never really spent time together. When they got into middle school, things started to change – they started looking for each other in the hallways and then looking away and smiling. They also started asking other friends about each other. Finally, near the end of 8th grade, Sam got Beth's number and texted her: "Hey."

Beth responded with, "Hey you ;)" and Sam said, "sup?" and the texting went on from there. About a half an hour later, Sam asked Beth if she wanted to hang out after school the next day, and she said she did. Within a few days, they were officially a couple.

Sam and Beth spent a lot of time together. They also texted a lot – even just quick texts like, "hey boo" and "love u." About a month into the relationship, Sam noticed those quick texts weren't coming as often. He wants to talk with Beth about it but isn't sure how.

Here's what he tried:



Names: \_\_\_\_\_

### QUESTIONS:

1. What happened here? \_\_\_\_\_

---

---

2. What made it go from being a friendly text to an argument? \_\_\_\_\_

---

---

3. Why do you think Beth responded to Sam's text as she did? \_\_\_\_\_

---

---

4. How did Sam's response to Beth make things worse, not better? \_\_\_\_\_

---

---

5. Now that this has happened, what do you think Sam should do next? What do you think Beth should do next? \_\_\_\_\_

---

---

# Let Me Think About It: How I Use Technology to Communicate

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Fill out the following survey about how YOU use technology to communicate with others in your life.

1) Do you own a cell phone?                      Yes                      No

If yes, at what age did you get your cell phone? \_\_\_\_\_

If no, why not? \_\_\_\_\_

2) What do you use your cell phone for? (Check all that apply):

Talking to friends/a boyfriend or girlfriend \_\_\_\_\_

Texting with friends/a boyfriend or girlfriend \_\_\_\_\_

Taking and sharing photos on SnapChat, Instagram or other social media? \_\_\_\_\_

On social media sites like Facebook or YouTube? \_\_\_\_\_

Playing games? \_\_\_\_\_

5) What do you like about being able to text with friends/a boyfriend or girlfriend?

6) What do you NOT like about texting with friends/a boyfriend or girlfriend?

7) How do you think your life would be different if you didn't have technology to communicate with other people?

*(Adapted from Where Do You Draw Your Digital Line? <http://www.expectrespectaustin.org/uploads/general/pdf/that's%20not%20cool%20lesson%20plans%20for%20teachers.rev.pdf>)*

# Talking by Texting

8<sup>th</sup> Grade Lesson – Talking  
Without Speaking: Texting in  
Relationships from Rights,  
Respect, Responsibility: A K-12  
Sexuality Education Curriculum

# **You're Person One.**

## **What do you think Person Two is saying to you?**

- **Person One: “Liked hanging with you yesterday”**
- **Person Two: “Thx”**
  
- **Person One: “Hey, I was just thinking about you!”**
- **Person Two: “KK”**
  
- **Person One: “Thanks for the present. See you tmw!”**
- **Person Two: “???”**

# **You're Person One. What do you think Person Two is saying to you?**

- **Person One: “You’re kinda awesome”**
- **Person Two:**
  
- **Person One: “You haven’t texted me, wth???”**
- **Person Two:**

I text you, you  
don't text back,  
I feel  
stupid.



Don't you hate when  
people text you, then  
don't text you back right  
away? What, did they just  
text you and then throw  
their phone?



someecards  
user card



# Emojis help...



...but even emojis are limited

• Person One: “Wanna hang out?”

• Person Two: 

vs.



vs.



vs.



# Pre-Law

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

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

**TARGET GRADE:** Grade 7, 8

**TIME:** 20 Minutes

### **MATERIALS NEEDED:**

- Laptop
- LCD Projector
- Screen
- L ½ Glossary handout (one for each student)

### **LEARNING OBJECTIVES:**

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

1. Describe the state and federal law related to age of consent [Knowledge]
2. Identify local laws related to confidentiality in sexual health care [Knowledge]

### **LESSON RATIONALE:**

Identifying national and local laws related to sexual health and services ensures that young people have the ability to make informed decisions instead of allowing life and legal repercussions to happen to them. This lesson provides an experience for the students to understand the content and then apply it to multiple scenarios to truly understand the content.

### **ADVANCE PREPARATION:**

Prior to the class check in with the school counselor to see which students have had any interaction with the legal system whether that be themselves or a family member. Privately connect with the student in advance to see if participating in the class which would include a mock trial would be a comfortable experience for them. If not, please secure a safe place for the student to pass on the lesson.

Should you need additional references, or would like to compare Washington to other states, you can use the resources listed below:

To create a fun and engaging environment for the lesson you can do the following to make the experience feel truly immersive. You can set out name tags for the students that are labeled as L ½ Student: (enter name). Law students are typically referred to as L 1, 2, or 3 depending on what year of study they are completing in the three-year course of study. Additionally, you can have name tents or name tags for the jurors and judge for later in the class.

If students want to dress up for the class provide advance notice and multiple reminders to wear their most powerful outfit. The lesson includes a mock trial so any props or related items (ex: gavel, lade justice, etc.) to help create an immersive experience would be great.

## Pre-Law

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

#### PROCEDURE:

##### STEP 1:

Begin the class by welcoming students to their first day of Pre- Pre- Law.

Say something like, **"Today we are going to cover some definition as related to the law of our state and the United States in general."**

##### STEP 2:

Using the provided Power point advance to Slide 2 and explain the following by saying, **"First, we need to make sure we understand the difference between federal and state law. Federal laws apply to every state in the United States. An example of this would be the legal age to buy alcohol is 21 no matter where you live in the US. A state law would be one that would only apply within that specific state. For example, there are some states that require that all students receive sex education. There are also some states that do not require students receive sex education, so in those states each school does what it thinks is best. Typically, the state laws explain what people in that state can or cannot do."** Ask students if they have any questions on the difference between a federal and state law.

Once clarity has been established, pass out a L1/2 glossary handout to each student and continue by saying, **"Follow along with your handout as we cover some Laws that pertain to our subject."**

Once students have matched their terms, use the power point Slides 4-12 to review their answers. The terms the students will be matching include: confidential, provider – patient privilege, child pornography, sexting, and sex trafficking.

Say, **"Great work, keep your glossary near you as a reference. We all have a strong foundation and now we will take a look at how these terms fit in with the laws we have nationally and then in our state."**

*(10 minutes)*

## L 1/2 Glossary

1. \_\_\_\_\_ To keep from others. Specifically, keep information from others as a trusted source.
2. \_\_\_\_\_ A healthcare provider not sharing medical information about their patient without their permission. The level of privilege varies state to state on what a healthcare provider can keep confidential when treating someone under the age of 18.
3. \_\_\_\_\_ Sending OR receiving sexually explicit images or messages through a phone or tablet device.
4. \_\_\_\_\_ Sexually explicit image of any person under the age of 18 years old.
5. \_\_\_\_\_ When a person is forced to have sex with others through acts of intimidation or coercion.

# Pre-Law

## 7<sup>th</sup> and 8<sup>th</sup> Grade

# Laws

## Federal

- Laws apply to every state in the U.S.
- Example: A person must be 21 years old to purchase alcohol.

## State

- Laws only apply to a specific state.
- Example: Some states have laws that require (mandate) that sex education is taught to students who attend school in that state. California is one of these states.

# Glossary Word Bank

- Confidential
- Provider-Patient Privilege
- Sexting
- Safe Haven
- Sex Trafficking



# Confidential

- To keep from others. Specifically, keep information from others as a trusted source.

# Provider-Patient Privilege

- A healthcare provider not sharing medical information about their patient without their permission. The level of privilege varies state to state on what a healthcare provider can keep confidential when treating someone under the age of 18.

# Sexting

- Sending OR receiving sexually explicit images or message through a phone or tablet device.

# Child Pornography

- Sexually explicit image of any person under the age of 18 years old.

# Sex Trafficking

- When a person is forced to have sex with others through acts of intimidation or coercion.

# Federal Laws on Confidentiality – Healthcare

- For adults, or people over the age of 18 HIPAA offers a blanket protection that healthcare providers are not to discuss their patient's information without their approval.
- For minors, or people under the age of 18, confidentiality in a healthcare setting is left up to the state to decide and can vary from state to state.

## Consent: It Goes With Everything

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

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

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

**TARGET GRADE:** Grade 8

**TIME:** 50 Minutes

### **MATERIALS NEEDED:**

- Chart paper
- Markers
- Laptop
- Screen
- Projector
- Speakers
- Consent: It Goes with Everything Prompts - one copy

### **LEARNING OBJECTIVES:**

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

1. Define sexual consent [Knowledge]
2. Define sexual agency [Knowledge]
3. Identify at least two factors that can impact a person's ability to give consent [Knowledge]

### **LESSON RATIONALE:**

Consent is a key skill that all people need to learn and practice in order to respectfully ask, receive, or respond to rejection. A skill indicates that the act of asking for and responding to consent requests and responses can be practiced. This lesson provides a clear explanation as to what consent and sexual agency are and then gives students the opportunity to determine what factors impact a person's ability to give consent.

### **ADVANCE PREPARATION:**

- Prior to the lesson, please access the YouTube Tea video on the school wifi network to ensure the video can play with no issues. Keep video cued for ease of access during the lesson. Cue up the Consent Goes With Everything power point presentation prior to the start of class. Make a copy and cut apart the "Consent: It Goes With Everything" prompts so each group can receive a prompt.

### **PROCEDURE:**

#### **STEP 1:**

**"Today we are going to discuss consent which is an important skill to not only understand but be able to do in any situation. To start today's class I'm going to place you into six large groups. I will distribute a marker and a piece of chart paper to each group and ask that you all write as many answers as you can think of to your assigned sentence prompt as you possibly can. We will then come together as a group to share."**

## Consent: It Goes With Everything

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

Distribute the Consent: It Goes With Everything prompts so each group has a different prompt:

- “Consent is....”;
- “Consent is not....”;
- “You know for sure someone has given consent when....”;
- “It can be hard to know if someone has given consent when....”;
- “A person needs to get consent when.....”;
- “If a person does not get consent before doing something the following consequences can happen....”.

Allow the groups about 5 minutes to list as many answers as possible on their paper. While the students are completing the activity write the six sentence prompts on the board in order to tape the chart paper under each prompt.

As groups finish, tape their chart paper of answers under their assigned prompt and review as a large group. Afterward say something like, **“These are great explanations as to what consent is and isn’t, what it looks like to receive or not receive consent, and what could happen if a person does not receive consent but continues anyway. Consent is a skill where a person asks permission to interact with another person’s space or body.**

**What we are looking for is affirmative consent where unless the other person provides a complete yes the answer is no. This means that silence, not saying no, or saying maybe would all be a NO to the request. Consent can be applied to any ask that a person would make but today we are going to look at sexual consent.”**

Ask a student from each group to retrieve their respective chart papers and return to the group. Then add the word sexual directly before the word consent in their original prompts used for the previous activity by writing them on the board.

The new prompts should read as

- “Sexual consent is....”;
- “Sexual consent is not”;
- “You know for sure someone has given sexual consent when.....”;
- “It can be hard to know if someone has given sexual consent when....”;
- “A person needs to get sexual consent when.....”;
- “If a person does not get sexual consent before doing something the following consequences can happen....”.

Distribute sticky notes to each group and say something like, **“Take the next five minutes to add to your list of answers now that the question has been specified even more to focus on sexual consent.”**

Once each group has added all of their answers to their papers ask them to re-tape their papers to the board under their assigned prompt and review as a large group.



## Consent: It Goes With Everything

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

Using the provided power point presentation, facilitate a group discussion with the following discussion questions:

### **“How did you tell the difference between consent and sexual consent?”**

Push for responses that highlight the difference as being the type of interaction a person is asking to engage in with another person. Consent is asking for permission to interact with another person’s space or body and sexual consent is asking for permission to interact with another person’s space or body for a sexual purpose.

### **Why is sexual consent important?**

Look for responses that include sexual consent as being important because it shows respect to our partner or the other person and it is illegal to coerce or force someone to participate in a sexual act or interaction against their will.

### **How would you explain sexual consent to a peer that isn’t in class?”**

Motivate students to explain sexual consent as asking another person to interact with them in a sexual nature.

(20 minutes)

## **STEP 2:**

After the discussion, tell the class that you are going to show a short video on sexual consent and press play on Consent: TEA video.

<https://www.youtube.com/watch?v=pZwvrxVavnQ&t=1s>

Following the video, ask the students to independently complete the following stem sentence: “Sexual consent is...” Allow approximately 5 minutes for individuals to complete their sentence and then ask for volunteers to share with the class. Look for answers that are similar to ‘Sexual consent is when both people are willing to engage in a sexual behavior and express that consent by saying yes.’

(8 minutes)

## **STEP 3:**

After allowing the students to define sexual consent present the following question to the class, “**How is a person able to give sexual consent?**” Allow the class to brainstorm and share answers as a full class. Take notes on the board as students provide answers to the question. Motivate students to think critically and aim for answers such as: think clearly, no drugs and/or alcohol, understand what the behavior is, trust, respect, knowing what works best for their body.

Say something like, “**All of these words come together to begin describing sexual agency.**” Advance the consent slide deck to slide five which provides a visual definition of sexual agency and an example. Ask a student volunteer to read the definition and say something like, “**Okay that definition is detailed and a lot to take in. To simplify the definition to one sentence would be to say that sexual agency is when we believe that a person should and can make the best decisions for their own bodies. Let’s look at a couple of examples to make sure we understand what it can look like to respect or disrespect someone’s sexual agency.**” Using the slides

## Consent: It Goes With Everything

*A Lesson Plan from Rights, Respect,  
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in the power point, read the scenarios shared in the notes and then allow the class to decide whether or not each of the two scenarios respects the person's sexual agency.

**Scenario #1:** Nina is at her annual checkup with her healthcare provider when she communicates that she would like to start birth control. The nurse practitioner ask Nina if she would like to get an IUD to prevent unintended pregnancies. Nina is not interested in an IUD and would prefer birth control pills. The nurse says "You are young and forgetful. If you take birth control pills it will not work as well because you may forget to take them. Nina leaves the appointment frustrated. Does this scenario respect Nina's sexual agency?

**Scenario #2:** Have the students come up with their own.

### ANSWER KEY:

**Scenario #1:** Does not respect the person's sexual agency.

(7 minutes)

### STEP 4

Say something like, "**Now that we have an understanding of what sexual consent and agency are let's assess what factors can influence a person's ability to provide sexual consent and exercise their sexual agency. Working with an elbow partner, each set of partners will receive a game board and pieces. The game board is separated into two columns: Influences vs. No Influences. You will also receive game pieces that you will then as partners have to decide if each factor does or does not influence whether a person is able to provide sexual consent. Let's do a factor as a class, would you all say that age does or does not influence whether a person is able to provide sexual consent? Yes, age does influence whether a person is able to provide sexual consent. Each state sets an age that by law a person under that age are not capable of providing sexual consent.**

**Now you will do the same thing with the factors listed on your game pieces. What kind of questions do you have?"**

Clarify any misconceptions and answer all questions asked before letting the students begin the activity.

***NOTE TO TEACHER:*** *If you have a class that enjoys competition, this activity can be timed or there can be a winner of who completes the activity first. You can provide a prize or treat to the winning group.*

Allow the class approximately five minutes to complete the activity and then review the answers as a class. Clarify any misconceptions or confusion as needed.

***NOTE TO TEACHER:*** *All of the factors influence a person's ability to provide consent or exercise their sexual agency.*

(13 minutes)

## Consent: It Goes With Everything

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### STEP 5

Say something like, “**You all did a great job critically thinking and applying the skill of consent. Remember, consent means that both people are able and willing to provide a yes. Silence or the absence of a no is never consent and a person who is under the influence can never provide consent. Thank you for your hard work today.**”

(2 minutes)

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

Objective 1 is completed in Steps 1, 2 and homework; Objective 2 is completed in Step 3 and homework, and Objective 3 is completed in Step 4.

## Consent: It Goes With Everything Game Board

INFLUENCES	NO INFLUENCES

## Consent: It Goes With Everything Game Pieces

DRUGS	ALCOHOL
SEXUAL OR ROMANTIC PARTNER	CULTURE
BODY IMAGE	SELF-ESTEEM

## Consent: It Goes With Everything Prompts

Each group will complete a different prompt. Please print and cut the prompts out to distribute to each small group.

**“Consent is....”**

**“You know for sure someone  
has given consent when.....”**

**“A person needs to get  
consent when.....”**

**“Consent is not.....”**

**“It can be hard to know if  
someone has given  
consent when....”**

**“If a person does not get  
consent before doing something  
the following consequences  
can happen....”.**

# Lesson - Consent: It Goes With Everything

Grade 8

**How did you tell the difference  
between consent and sexual consent?**

# Why is sexual consent important?



**How would you explain sexual consent  
to a peer that isn't in class ?**

# Sexual Agency

Agency is the ability to act in a way to accomplish your goals. To have agency in an area of life is to have the capability to act in a way to produce desired results. Sexual agency includes: the ability to give consent to participate in and/or decline sexual behaviors; to choose whether or not to engage in sexual behaviors in a specific way, with a specific person, and/or at a specific time and place; the ability to choose safer sex practices, including contraception; and the right to choose to define one's sexuality, sexual orientation, and gender.

# Does this scenario respect Nina's sexual agency?



[Photo Credit: CDC Teen Health Services and One-on-One Time with a Health Care Provider]

# Understanding Boundaries

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

*Fostering respect and responsibility through age-appropriate sexuality education.*

**TARGET GRADE:** Grade 7, 8

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

- White board or flipchart, markers
- White board or flipchart pad
- Masking tape
- Worksheet: "Setting and Respecting Boundaries" – one copy for every three students
- Homework: "What's Your Advice?" – one per student
- One letter-sized envelope
- National Sexual Assault and Prevention Hotline/Website sheets, individually cut and placed in the envelope - one per student
- Pencils in case students do not have their own

## **ADVANCE PREPARATION FOR LESSON:**

- Print out a copy of the "National Sexual Assault and Prevention Hotline/Website" sheet, and cut into individual squares. Place these in an envelope.

## **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 maybe against the law. [Knowledge]
4. Name at least one resource to whom they can a report sexual assault. [Knowledge] – **Use the references of Parents, Counselors, Teachers and Trusted Adults**

***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.*

## Understanding Boundaries

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### 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 aren't comfortable with. Ask whether any students can provide examples of 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, that also violates a boundary); sharing personal information when ready or at all; when someone uses or borrows your stuff without asking, etc.

Explain that every person has the right to set their own boundaries. The reason each person sets their own boundaries is based on their own experiences, their personal values, how comfortable they feel, the individual person or situation they're in.

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 didn't respect someone else's boundary. If they give an example, ask them to describe why, if they can recall, 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 someone sets a personal boundary and someone else doesn't respect that boundary.

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 or flipchart paper 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 a different student read the remaining examples aloud and again ask for volunteers from different groups to share their responses to the two questions. If they

## Understanding Boundaries

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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. (15 minutes)

**Note to the Teacher:** *Depending on the type of class you have, 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, including if they were to change.

Say, "These are pretty low-key behaviors and boundaries we're discussing – but it can get far more serious than this." Ask the students whether they have ever heard the term "sexual assault" before, and if so, what they understand it to be. Probe for, "it is when someone forces another person to do something sexual that they don't want to do." Explain that sexual assault usually involves some kind of forced sex act 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 illegal.

Explain, 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 Max, push it a bit to see if the other person will change their mind – you may end up committing a crime. These crimes are called sexual offenses. 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. If you don't like what you're doing sexually with another person, say you want to stop – and then stop."

Finally, tell the class, "The most important message I'd like you to walk away with is that the person who doesn't respect boundaries – the person who pushes it or assaults another person – is always responsible for what happens. 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 another person, it is never the fault of the person who has been assaulted. The abuser is always in the wrong – it doesn't matter what the person who was assaulted 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." (7 minutes)

**STEP 5:** Take the envelope with the individual squares that contain the sexual assault hotline and 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. That's why there's this hotline, which you can access by calling or going online. 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."

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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 content messages of the learning objectives are provided in the teacher’s lecturette; the small group activity will help the teacher assess learning objectives one and two; three will be assessed by observation during the last discussion. The homework will provide an opportunity to assess individual understanding as they relate to objectives one and two.

### HOMEWORK:

The “My Personal Boundary Plan” and respond to the questions. **Explain that students will not be asked to turn in the homework because it includes information about setting their own personal boundaries and how they might communicate it. Instead, students will share whether or not they’ve done their homework via the honesty policy.**



## Worksheet: Setting and Respecting Boundaries

**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. Amy and Jesse are one of the first couples in 7th grade. Amy loves that everyone knows they're a couple, and always holds Jesse's hand in the hallway or puts her arm around Jesse. Jesse really likes Amy, but has never been a really physical person and doesn't like the public touching. The next time Amy sees Jesse at school, she wraps her arm around Jesse's waist, gives a gentle squeeze and says, "Hi!" Jesse, embarrassed, says, "You don't have to do that every time we see each other." Amy pulls back immediately, says "fine" and walks away.

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

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

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2. Max and Julia 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. Max really wants to do something more, and so the next time they're alone together, he tries to pull Julia's shirt up and reach for one of her breasts. She pulls it back down and says, "No," but keeps kissing Max. He tries again, and she says, "Max, no." Max remembers seeing in a movie that if you keep trying, sometimes the other person gives in – so he tries again. Julia pushes him off, stops kissing him, and says, "I'm going home" and leaves.

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

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

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*May have students create their own situations.*

3. Timothy just moved into town and recently became friends with Marcus. They both enjoy skateboarding around the neighborhood and getting drinks together at the store afterwards. One day as they are walking home, Marcus starts to ask Timothy questions about his old town and why he moved, but Timothy really doesn't want to answer. He just keeps shrugging and says, "I don't know" and tries to change the subject. Marcus keeps asking and doesn't understand what the big deal is.

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

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

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4. Maria and Luis are best friends. Maria is nonverbal communicator which means she does not communicate using words. Luis really wants to hold Maria's hand during recess. Luis asks Maria if he can hold her hand during recess and goes to grab her hand. Maria pulls her hand back and shakes her head no. Luis is confused and does not understand why his best friend does not want to hold his hand, but understands that she may not feel comfortable and apologizes.

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

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

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Was there consent from each person in this situation? Why or why not?

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800.656.HOPE (4673)  
<https://ohl.rainn.org/online/>

## Homework: Your Personal Boundary Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Read each of the questions below and respond. This homework will not be submitted. Instead you will let your teacher know you've done the homework using the Honesty Policy.

1. What are some personal boundaries that are important to you? Name an example below (eg, having privacy when you're getting ready in the bathroom in the morning; not hugging a person without them asking first).

2. Who is a person in your life who could support you in sticking to the boundaries you have set for yourself at this point in your life? (eg, a counselor or parent)

2. What are some ways you can use to communicate your boundaries with others? Come up with three ways you could say that another person is crossing your personal boundaries below. (eg, "Please stop. I'm not willing to do anything but kiss.")

# Healthy or Unhealthy Relationships?

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

*Fostering respect and responsibility through age-appropriate sexuality education.*

**TARGET GRADE:** Grade 7 and 8

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

- Two signs, one reading “Healthy Relationship” and one reading “Unhealthy Relationship”
- Enough of the 16 Healthy vs. Unhealthy Relationships cards for half the students in the class, prepared as described
- Homework: “Healthy Relationships All Around Us” – one per student
- Exit slips: “Before You Go” – one per student
- Masking tape
- White board and markers
- Extra pencils in case students don’t have their own

## **ADVANCE PREPARATION FOR LESSON:**

- Print out enough of the Healthy vs. Unhealthy Relationship cards for half the class. Fold each one in half.
- Tape the Unhealthy and Healthy Relationship signs on the front board with a good distance between them to create a continuum.
- Print out the exit slip sheets “Before You Go” and cut them in half, so each student gets one half (which is one complete exit slip).
- Tear off individual one-inch pieces of tape, enough for each sign in the Healthy vs. Unhealthy Relationships activity, and stick on a ledge or table end so they are available for students to take and use during the activity.

## **LEARNING OBJECTIVES:**

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

1. Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy. [Knowledge, Skill, Attitude]
2. Name at least two types of power differential in relationships, as well as their implication for the relationship. [Knowledge]
3. Describe at least two ways in which an unhealthy relationship can become a healthy one. [Knowledge]
4. Apply their understanding of healthy relationships to a couple represented in the media. [Knowledge, Skill]

## **PROCEDURE:**

**STEP 1:** Ask, “How many of you can think of a couple in your lives – it could be family members, friends, siblings, whoever – who you think are in a healthy relationship?” After some students have raised their

## Healthy or Unhealthy Relationships?

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

hands, ask, “How many of you can think of a couple you’d consider to have an unhealthy relationship?”

Say, “I bet if we described all of these relationships we would not agree about whether they were healthy or unhealthy. That’s because we have all received a variety of messages about how people should behave in relationships. These messages have a big impact on whether we see something as healthy, unhealthy – or a mix. So today we’re going to take a look at some things that can happen in relationships – and whether you think these things mean a relationship is healthy or unhealthy.”

Break the students into pairs. Give each pair one of the healthy vs. unhealthy relationship cards. Ask them to talk together about whether they think what they have describes a healthy relationship or an unhealthy relationship. Tell them that once they’ve decided, they should turn their sheet over and write down why they think it is unhealthy, healthy or somewhere in between. Explain that they are “Team One,” and so should only complete the first line on the back of the sheet, not the second. Hold up a sheet to demonstrate as you are giving these instructions.

Tell them that once they’ve finished writing their reason(s), they can bring their piece of paper up to the front of the room and tape it up where they feel it goes. Point out that there is a lot of space between the Unhealthy and Healthy Relationship signs, so they can put their card under one of the signs, or somewhere in between if they feel like it has some healthy or unhealthy characteristic, but isn’t completely one or the other.

After about 5 minutes, if all of the cards are not up, encourage students to stick their cards up on the board. Ask them to stay in their same pairs. (8 minutes)

**STEP 2:** Starting at one end of the continuum, read each of the cards. Once you have read them all, ask the students to look at what’s up on the board and comment on what they notice. Their responses will depend on where the cards have been placed (the activity is intentionally opinion-based, so the board will likely look different each time).

For example, students might say, “These all seem really unhealthy,” or “None of the cards are either completely unhealthy or healthy.”

Ask, “Are there any up here that you would want to move? Which one(s) and why?” As students indicate particular cards, take them down and read on the back why the pair of students who had each card chose to place it where they did. Ask whether that changed their view. Because this is an opinion-based activity, do not actually move any of the cards, just discuss a few.

**Note to the Teacher:** Go through up to five of the cards, adjusting for student engagement in this part of the activity. If the discussion lags, stop after three; if it is still vibrant and connected, you may choose to continue beyond the five.

Here are some suggestions for a few in which there is a lot of grey area and about which you will likely have extensive discussion:

- A guy walks his girlfriend to school every morning, meets her for lunch every day, and picks her up to walk her home at the end of each afternoon.

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- A girl notices her girlfriend is getting a lot of attention from two different people at school. She goes up to each of them separately and warns them to stay away from her, “or else.”
- A couple has an agreement that they won’t put passwords on their phones and can check each other’s’ texts and social media accounts whenever they feel like it.

*(8 minutes)*

**STEP 3:** Ask, “In which of these relationships do you feel like one person has more power than the other person?” Point to the example of a girl who has a girlfriend who is ten years older than she is. Ask, “In what ways could the older girlfriend have more power than the younger one?” Write a “P” on that card to indicate that there’s the potential for one partner to have more power than the other.

As students mention other examples where they feel like there could be a power difference, write a “P” on each of those.

Say, “Power can come in different forms. Sometimes, people realize there’s a power difference and are okay with it – and other times, a power difference can lead to really unhealthy or even abusive relationships. I’m going to ask you to keep the idea of power in mind as you do this next part of the activity.” *(6 minutes)*

**STEP 4** Explain that there are several things a person can do to build a healthy relationship and keep it that way. Ask students to share one way they can think of. Examples may include:

- Using assertive communication
- Respecting another person’s boundaries, including giving another person space when they need it.
- Trusting another person, and acting in trustworthy ways

Ask one student from each pair to come up to the board and take one of the cards, not the one they originally worked on, and return to sit with their partner. Tell them that they should talk about what’s on the card, turn the card over and read why the other students labeled it as they did. Then ask them to discuss what would need to change in order for them to feel like this card could go underneath the “Healthy Relationship” sign. Have them write their answers in the space provided. Tell them they have about 5 minutes in which to do this. As they are working, take the “Healthy Relationship” sign and move it to a more centered location on the board. *(7 minutes)*

**STEP 5:** Go around the room and ask the pairs to share what they came up with as specific steps or things their couple needs to do to make their relationship healthy. Paraphrase the characteristics they share and write them on the board beneath the “healthy relationship” sign.

For example, if students were to say, “They need to stop checking each other’s phones,” you might write “Trust” on the board and “cell phones” in parentheses next to that. If any of the next pairs repeat something that was already said, put a check mark next to that characteristic. *(12 minutes)*

## Healthy or Unhealthy Relationships?

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**STEP 6:** Ask students to look at the list they generated and what they think of what they see. Again, because this list is generated from the students, it may look different each time. Process the list by asking the following questions:

1. Are you surprised by what's received the most check marks here? Why or why not?
2. Is there anything missing? Is there anything else that would help make a relationship healthy wasn't mentioned?
3. How easy or challenging is it to do some or all of these? For the ones labeled as "challenging," ask why they think that is.
4. Ask, "What about the idea of power? Where do you see power reflected in this list?"

Say, "What relationships look like and how they work can be different – but as you see here, there are certain characteristics that people will agree mean that a relationship is healthy. When a relationship is healthy, it's good for both people involved – and it doesn't have a negative impact on the people outside of the relationship who are still a part of the couple's lives, like friends and family members."

Describe the homework assignment and distribute the worksheet. Tell students that you created a list of characteristics that tend to be considered part of healthy relationships, which will include some of what they generated on the board as well as some other ideas. Ask them to talk about a couple they know – whether in real life or from a movie or tv show or a couple from a book or they've read about online -- and say whether they think they are a healthy couple based on those characteristics.

Distribute the "Before You Go" exit slips to the students and ask them to complete them and hand them to you on the way out of class. (9 minutes)

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

Teachers will be able to assess how well they have reached the first three learning objectives during the in-class activity, discussion and process. The fourth learning objective will be achieved through the homework assignment.

### HOMEWORK:

Worksheet: Healthy Relationships All Around Us – Students are to provide three examples of couples in their own lives, or from a tv show, book, movie or other source and explain why they think they are healthy relationships.

**Homework:**  
**Healthy Relationships All Around Us!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Think about relationships you've seen in your life. These could be characters from a tv show or movie, public figures or people you know personally. Please provide three examples of healthy relationships and explain why you think they're healthy, based on what we talked about in class. Be sure to explain your reasons with examples, too!

**EXAMPLE**

Couple:           Beyonce and Jay-Z

Know them from:       Music videos and award shows

Why do you think this is a healthy relationship? Please give examples:

**They talk about each other a lot in the media, always in positive ways. They started a family together and both seem really into each other whenever you see them in pictures.**

-----

Couple 1:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

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Couple 2:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

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Couple 3:

Know them from:

Why do you think this is a healthy relationship? Please give examples:

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## BEFORE YOU GO...

The characteristic of healthy relationships that most stood out for me from today's class was

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Team two: How this could be a healthier relationship?

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Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

**A guy walks his girlfriend to school every morning, meets her for lunch every day, and picks her up to walk her home at the end of each afternoon.**

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Team two: How this could be a healthier relationship?

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---

Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

**A couple has been together for a month and are talking about having sex. One has had sex before, but the other hasn't - but says they have because they're embarrassed.**

HEALTHY VS. UNHEALTHY RELATIONSHIP CARD

Team two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

**A couple has an agreement  
that they won't put passwords  
on their phones and can check  
each other's texts and social  
media accounts whenever  
they feel like it.**

HEALTHY VS. UNHEALTHY RELATIONSHIP CARD

Team two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

**Partner one wants to have sex.  
Partner two says they're not  
ready, but after talking about it,  
gives in and has sex, even  
though they didn't really**

HEALTHY VS. UNHEALTHY RELATIONSHIP CARD

Team two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

— — — — — (FOLD HERE) — — — — —

**One partner usually decides when, where, and what they do together. The other partner says they don't like making decisions and is fine with this.**

HEALTHY VS. UNHEALTHY RELATIONSHIP CARD

Team two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

— — — — — (FOLD HERE) — — — — —

**A couple text all the time.  
But when they get together,  
whether alone or with friends,  
they feel uncomfortable talking  
to each other.**

HEALTHY VS. UNHEALTHY RELATIONSHIP CARD

Team two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

(FOLD HERE)

**A guy finds out he has an STD.  
Since it's easily cured with a  
shot, he doesn't tell his partner  
about it and figures that if they  
get it, they can just get treated,  
too. They continue to have sex  
without using condoms.**

HEALTHY VS. UNHEALTHY RELATIONSHIP CARD



Team two: How this could be a healthier relationship?

Team One: Why we rated this the way we did:

----- (FOLD HERE) -----

**A guy and a girl have been together for six months and are having sex. Whenever the guy does something the girl doesn't like, she tells him that she won't have sex with him until he does something nice for her.**

HEALTHY VS. UNHEALTHY RELATIONSHIP CARD

# **HEALTHY RELATIONSHIP**

# **UNHEALTHY RELATIONSHIP**

# Warning Signs: Understanding Sexual Abuse and Assault

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

*Fostering respect and responsibility through age-appropriate sexuality education.*

**TARGET GRADE:** Grade 7 and 8

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

- Laptop connected to the internet
- LCD projector and screen
- White board and markers
- Flipchart paper and markers (if pre-writing the chart is described on page 4)
- Pencils in case students do not have their own
- Speakers to project audio from videos

## **ADVANCE PREPARATION FOR LESSON:**

- Make sure you have internet access in your classroom and that you have had these links unblocked for your use:
  - What is Sexual Assault? <https://www.youtube.com/watch?v=He1pu4VwKdM>
  - The Signs: <https://www.youtube.com/watch?v=He1pu4VwKdM>
- Right before class, open the videos and make sure they are working; keep the links open and minimized so they are ready when you need them.
- Be sure to tell the school counselor that you will be addressing this topic in class and invite them to sit in in case a student discloses any current or past abuse or is triggered by what is discussed. If the counselor is not available, you may wish to follow up with them after the class as needed to let them know whether you observed anything in any of the students that would make you feel concerned and merit follow-up.
- If the school counselor is not available, it would still be useful to have another adult in the classroom in case a student needs to step out of the class or is otherwise particularly distressed by the material.

## **LEARNING OBJECTIVES:**

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

1. Name at least two different types of sexual assault. [Knowledge]
2. List at least one example of each of the following: mutual consent, unfair manipulation, threats and aggression. [Knowledge]
3. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted. [Knowledge]
4. Demonstrate an understanding of how to report a sexual assault or abusive relationship. [Knowledge, Skill]

## Warning Signs: Understanding Sexual Abuse and Assault

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

### PROCEDURE:

**STEP 1:** Explain to the students that you are going to be talking about a particularly intense topic today – sexual abuse and assault. If you have already created ground rules for your classroom, be sure to highlight them before starting the lesson. If you don't have any already created, explain to the students that you are going to ask them to be particularly sensitive and respectful during this class session. (2 minutes)

- What are some examples of things that are considered sexual assault?  
(Answer: Touching someone's genitals, breasts or butt, showing them something sexual without their explicit consent, etc.)
- What is explicit consent?  
(Answer: A clear, voluntary agreement to do something sexual)
- What are the situations in which it's not possible for someone to give explicit consent?  
(Answer: A shrug, being silent, feeling pressured or uncomfortable, being drunk or high)
- Why is sexual assault never the fault of the victim?  
(Answer: Sexual assault is about power, not sex and the victim – no matter who they are, what they are wearing, what they look like, how much they have been drinking/doing drugs – never did anything to consent to the assault, no matter what.)
- What should someone do if they are sexually assaulted?  
(Answer: Get to a hospital and tell a trusted adult like a parent/caregiver, school counselor, etc.)
- Why is it normal to feel uncomfortable or afraid to talk about sexual assault?  
(Answer: It can be a very upsetting topic, many victims feel like it was their fault, people might have been threatened or pressured to not tell what happened, victims can worry they or their loved ones will get in trouble if they report, etc.)

Share the following information not covered in the video:

- That sexual abuse and assault happens very often in the US, approximately 15-25% of people will experience this in their lifetime
- That it happens so often to people when they're really young
- People of all ages, body types and appearances are sexually assaulted
- That most people know the person who assaulted them
- That it happens to boys and men, too
- That it happens to people of all races and ethnicities and other backgrounds
- Sexual assault are about power and control, not about sex

## Warning Signs: Understanding Sexual Abuse and Assault

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

Review the laws about rape and sexual assault in Washington State:

- In Washington State, rape is defined as any time a person has sexual intercourse without consent. This could be by force, with or without a weapon, or when a person has not given their consent to sexual behavior.<sup>1</sup>
- In Washington State, it is also illegal for people to force someone to engage in sexual touch.
- When the younger person is under the age of 12, sexual intercourse or touching by an older person is illegal, and is considered child molestation. There are some exceptions if the other person is very close in age to the person under 12.<sup>2</sup>

Share with the students that boys and men are also raped but report it much less than girls and women. Ask students, “Why do you think it may feel more difficult for boys and men to report sexual assault?”

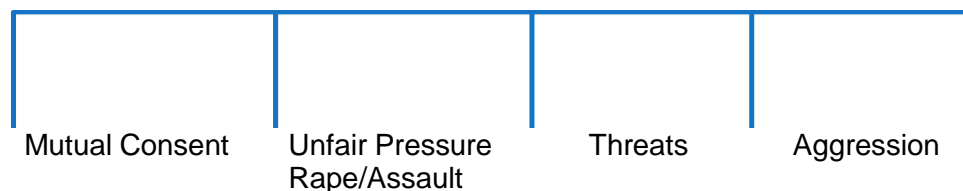
Probe for:

- Because if a heterosexual guy is assaulted by another guy, he may be worried that other people think he is or “will become” gay because of what happened (be sure to tell them this is not the case)
- If the guy who was assaulted actually is gay, he may feel unsafe reporting it to someone else because he might be worried they’ll discriminate against or further victimize him (or simply not care).
- If the rapist is female, he may feel like no one will believe him – or won’t understand why he could not overpower her or otherwise get away.

*(15 minutes)*

**STEP 3:** Say, “I mentioned before that when someone forces someone to do something they don’t want to do, it’s pretty clear cut that it’s sexual assault. But what happens when it’s unclear? We’re going to do an activity now where we look at what’s okay and not okay when it comes to sexual touch and behaviors – how we can be clear about what we do and don’t want to do – and how we can be sure to recognize whether the other person is really giving their consent to – meaning, actively saying “yes” and that you are sure they want to be kissed or touched by you.” *(2 minutes)*

**STEP 4:** Either have the following written on the board with the video screen covering it, or have it pre-written on newsprint and post it at this point:



<sup>1</sup> <https://www.rainn.org/laws-your-state-washington>

<sup>2</sup> This resource has been adapted from Seattle King County’s “Sexual Consent: Breaking Down Appropriate Age” resource

## Warning Signs: Understanding Sexual Abuse and Assault

*A Lesson Plan from Rights, Respect,  
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Say, “I’m going to start at the far right, because we just talked about this, and as I said, it’s the most obvious and easily recognizable example of sexual touch that is never okay, and illegal.

**Rape/Sexual Assault** is when someone forces another person to perform a sex act.

**Aggression** is more random touching – like someone walks by someone and pinches them or touches a sexual body part – where the act is over before the person could have even given their consent. This is a type of assault, even if it may have been intended as a joke or as teasing.

**Threats** refers to when someone tells the other person that if they don’t do something sexual with them, there will be consequences that are not physical – for example:

- ‘If you don’t have sex with me, I’ll go out and find someone who will.’
- ‘If you don’t have sex with me, I’ll just tell people you did anyway.’
- ‘If you don’t do this, I’ll forward those sexy pictures you texted me to everyone you know.’

**Unfair Pressure** is when someone uses what they know is important to the other person to get that person to do what they want. It’s not restricted to sexuality-related things, but we’re going to keep focused on that. For example:

- When someone says, ‘I love you’ to someone even if they don’t, because they think saying that will get that person to do something sexual with them.
- When someone keeps pressuring the other person, knowing that that person will eventually give in just to make the pressure stop.

### **Mutual Consent:**

Mutual consent is essential in any relationship. It’s when both people actively say what they want, and both people agree to any behavior that they are going to do together.

When we are talking about doing something sexual in nature, you need to ask your partner if they want to do it. Do they want what you want? Never assume that just because someone doesn’t verbally say “no” it means that they are good with it, always ask. And if you can tell your partner doesn’t feel right about doing something, back off and consider something else.”

Likewise, if you don’t feel right about doing something, speak up and say it.”

Say, “That was a lot to go through! What’s your reaction to seeing all these? Do you have any questions?” (14 minutes)

**STEP 5:** After answering any questions or facilitating comments from the class, say, “Remember the part in the last video when it said that in most cases sexual assaults are committed by someone who knows the person they assault? This can, unfortunately, also be a family member. When it’s committed by a family member it’s called ‘incest.’ And sometimes, it can be a partner or spouse who is abusive, whether physically or not. For the next part of class, we’re going to take a look at some of the abuse that can happen in those types of relationships.”

## Warning Signs: Understanding Sexual Abuse and Assault

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Show the video clip, “The Signs.”

Process by asking the following questions:

- “How do you think Amanda is feeling when Nick first asked her out?”
- “What was the first sign that there was something off about the relationship?”
- “How did Nick respond after their first argument? Do you think this was a healthy way to respond or not?”
- “Where would you put the different interactions between them on the chart?”  
Write these up on the board/newsprint.
- “When the relationship started moving from Mutual Consent to the right, what impact(s) did it have on Amanda? What about on her best friend, Ashley?” (14 minutes)

**STEP 6:** Say, “We often hear the term ‘dating or domestic violence,’ when abusive relationships may not be physically abusive at all. The point here – and the theme that runs throughout these videos and all the information we have been discussing during this class -- is ‘power and control.’ And while you may hear ‘power and control’ and think that’s something you’d want -- it’s not something that should be a part of a healthy relationship. So even if you’re the one doing the manipulating and controlling, your relationship isn’t healthy. And keep in mind – some of the behaviors we’ve been talking about are also illegal.

Someone who is being abused or assaulted should speak up if they can so that others can help make the abuse stop and so that it won’t happen to someone else.”

Say, “The first step in making it stop is to know how. So the homework for this class will be to visit at least one of the websites on the sheet I’m about to hand out to you and answer some questions I’ve asked.” As you distribute the homework assignments, say, “This is a very intense topic we’ve discussed. The school counselor knows we were going to talk about this today. So if you have more questions and you want to talk about this more, you can speak with the school counselor – or of course, you can always come to me to talk.”  
(3 minutes)

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

This lesson is very affective and discussion-based; as such, the teacher will need to assess understanding of the material during the discussions as part of student participation. It is also important to keep in mind that if students have had any personal experience with abuse or assault, they may participate less – which does not necessarily mean they are not understanding the material. The homework assignment will give students the opportunity to demonstrate their understanding of some of the class content, while also achieving the fifth learning objective.



## Washington Laws Related to Sexual Consent

### Sexual Assault:

In Washington State, rape is defined as any time a person has sexual intercourse without consent. This could be by force, with or without a weapon, or when a person has not given their consent to sexual behavior.<sup>4</sup>

- It is illegal for people to force someone to engage in sexual touch.
- When the younger person is under the age of 12, sexual intercourse or touching by an older person is illegal, and is considered child molestation. There are some exceptions if the other person is very close in age to the person under 12.

### Sexting:

In Washington, when a person under 18 send a sexually explicit image of another person under 18, it is considered a crime. If the person in the image is over 13, there are less strict penalties, such as paying a fine, meeting with a counselor, or do community service. If the person in the photo is under 13, there are very strict penalties.

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<sup>3</sup> This resource has been adapted from Seattle King County's "Sexual Consent: Breaking Down Appropriate Age" resource

<sup>4</sup> <https://www.rainn.org/laws-your-state-washington>

# STD Basics: Reducing Your Risks

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

*Fostering respect and responsibility through age-appropriate sexuality education.*

**TARGET GRADE:** Grade 6, 7, 8

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

- Worksheet: "STDs: What Can I Do?" – one per student
- Article: "Taking Charge of My Sexual Health with STD Testing and Communication" – one per student
- LCD projector and screen
- White board and markers (at least 3 different colors of markers)
- Pencils in case students do not have their own

## **ADVANCE PREPARATION FOR LESSON:**

- Using the School District approved HIV video.
- Regarding the Your STD Help website, you can enter your state, and several of the closest places where STD testing and treatment are available will come up. Note that these will list free and low-cost clinics, which is essential for students at this age; be sure, however, to tell them they can go to their own family doctor or clinician or another clinic they may have heard about from friends.

## **LEARNING OBJECTIVES:**

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

1. Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge]
2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge]
3. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]

## STD Basics: Reducing your Risks

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

### PROCEDURE:

**STEP 1:** Ask, "I'd like you to think about your day this morning, from when you woke up until just now in class. Everyone please take out a piece of paper and write down everything that's happened from 'woke up' to 'being in this class.'"

As students begin to write, watch for those who finish first. As they finish, ask for 3 volunteers to come to the front of the room and write their lists on the board as the remainder of the class finishes their lists.

While each list will look different, they may look something like this:

- Woke up
- Took a shower
- Got dressed
- Ate breakfast
- Got to school (probe: How?)
  - Took the subway
  - Took the school bus
  - Took a regular bus
  - Walked
  - Got dropped off
- Had class (probe: Which classes?)
  - Ate lunch (depending on class schedule)

Go through the lists, asking students to indicate where they had to make decisions along the way. Write the word "decision" in between the steps that required a decision with a different-color marker. For example:

#### **"Got dressed - Decision - Decided what to wear"**

Probe for more than just surface decisions, such as "had to decide what to pack for lunch" or "had to decide what to eat from the cafeteria." For example, how did they decide which classes? Did they have any input or were they decided for them? Did they decide how to get to school, or was that decision made for them?

Ask, "How do you make decisions? What factors come into play?" After a few responses, ask,

"Did any of these decisions require you to take risk?" (Probe for there being risk in getting in a car or bus; risk crossing the street; risk in how people react to what you choose to wear; risk that you eat something unhealthy and end up getting sick, etc.).

## STD Basics: Reducing your Risks

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Ask, “When you were making your decisions, did you know there were risks involved? If so, know that there was risk involved, how did you make each of your decisions?” Possible responses may include, “I didn’t really think about it,” or “I’ve done it so many times I know how to do it,” or “I was (or wasn’t) worried about what would happen if I did one thing vs. something else.”

Say, “Now we’re going to take what we just talked about and apply it to one part of Human Growth and Development. There are things in our lives we make decisions about every day, some of which carry risks of different levels. Same thing goes for sexual behaviors.”

Write the phrase, “Sexually Transmitted Disease” on the board. Ask the students to remind you what an STD is. Probe for diseases that can be passed from one person to another through sexual contact. Remind students that to get an STD one person has to have one, STDs are not created spontaneously by doing something sexual with another person.

(11 minutes)

**STEP 2:** Say, “Generally, STDs are infections that people want to avoid – just as no one wants to get the flu or any other kind of infection. However, lots of people will get STDs at some point in their lives. STDs are actually really common, especially among young people. So it’s important to know a few key things about them:

While some STDs can be cured, others can stay in your body for life and be treated. Others can be fought off by your body’s immune system and go away on their own. Some can affect whether you can get pregnant or get someone else pregnant, and others can affect sexual functioning – or even, if left untreated, cause death. And if a pregnant person has an STD, it’s possible they may pass it to the baby during birth. So if you’re going to be in a sexual relationship in the future, you want to be sure you do so in ways that keep you healthy and reduce your chances of getting an STD.”

**STEP 3:** After about 8 minutes, ask students to stop where they are. Divide the group into pairs, and ask students to share their plans with each other. Tell them that if they hear something from the other student about how you can get an STD that doesn’t sound quite right to mark it on their partner’s paper with a star so they can come back to it later or ask you about it. Ask the students to tell each other what they think of each person’s plan, and to provide any suggestions they think might help. Tell students they’ll have about 5 minutes in which to do this. (9 minutes)

**Note to the Teacher:** *If you know that students have personal experience with STDs – for example, a family member with HIV – you may wish to intentionally pair certain students together to be sensitive. Otherwise, random pairing is fine.*

**STEP 4:** Ask the students to stay in their pairs and ask how they think they did on their own plans. Ask what they thought of their partner’s plan, and whether they got any helpful feedback on theirs.

Ask the students to share what they've heard about how STDs can be transmitted. Write these on the board, asking students not to repeat something they've heard already. If anyone says something that is incorrect, be sure to correct it and write the correct information on the board. (14 minutes)

**STEP 5:** Say, "It's great to think this through and to create a plan for yourselves. But what about the other person with whom you may end up having sex? How would you know whether they had an STD so that you can both protect yourselves? What can you do to find out?"

Probe for:

- Ask the person (remind students that many STDs have no symptoms so they might not know they have one)
- Ask other people who know the person (which could also make that person mad)
- Go together to a doctor's office or clinic to get tested for STDs.

Say, "A really important thing to keep in mind is that there is no one test that covers all STDs. So if someone says to you, 'I've been tested already,' ask that person what they've been tested for. Sometimes, they've been tested for HIV – but there are different tests for the other STDs. A doctor or clinician will ask you some questions to determine which STDs you may or may not be at risk for and then conduct the tests based on that. So it's really important to give honest information and answers to that doctor or clinician."

# Reproduction Basics

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

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

## NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

**PR.8.CC.1** – Define sexual intercourse and its relationship to human reproduction.

**TARGET GRADE:** Grade 8

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- LCD projector and screen
- Desktop or Laptop computer with PowerPoint on it
- Video: "Life in the Womb"
- Female Reproductive Worksheet
- Three pieces of newsprint prepared as described
- Flipchart markers – one per student
- Pencils in case students do not have their own

## ADVANCE PREPARATION FOR LESSON:

- Prepare newsprint with the following headers, one per sheet:
  1. Sexual intercourse is when. . .
  2. A pregnancy can start when . . .
  3. A pregnancy can't start when . . .
- Post the three pieces of newsprint in different places around the wall with enough room by each so that a small group of students can gather and write on them. Tape the bottom edge of each newsprint sheet up over its top, folding it in half, so that students cannot see what's written on them until you are ready to do the activity.
- Copies of the Female Reproductive worksheet
- Cue up video: "Life in the Womb"  
([https://www.youtube.com/watch?v=GE\\_lI86boUU](https://www.youtube.com/watch?v=GE_lI86boUU) )

## LEARNING OBJECTIVES:

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

1. Describe the process of human reproduction by identifying the correct order of the steps involved with conception. [Knowledge]
2. Define sexual intercourse. [Knowledge]

## Reproduction Basics

*A Lesson Plan from Rights, Respect,  
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### PROCEDURE:

**STEP 1:** Say, “Today we are going to discuss human reproduction. This is a topic that some of you might know a lot about and some of you might be learning about for the first time. Let’s start by seeing what the class already knows about the topic of reproduction.”

Point out the three pieces of newsprint you have hung around the room. Walk to the closest piece of newsprint and remove the tape revealing what is written on it. Explain to students that each piece of newsprint has a different sentence starter. They are to walk around and write down the first thing that comes to mind for each page. Explain that you are just looking to see what students have heard about these topics and that you expect all of their responses to be appropriate for school. Distribute the flipchart markers and tell them to be sure to write small enough to allow room for others to contribute as well. Invite students to stand up and move around to each newsprint, writing their responses. Tell students about five minutes to get to each newsprint. Once they are done, tell them to return to their seats. Ask three students to help by each bringing one piece of newsprint to post at the front of the room so the whole class can see it. (8 minutes)

**STEP 2:** Starting with the first newsprint, read the answers students have given, clarifying any misconceptions and confirming accurate information. If students have not written it, make sure to say, “Vaginal sex, sometimes called sexual intercourse, is when an erect penis is inserted into a lubricated vagina. If this results in ejaculation, semen is released from the penis into the vagina. Semen contains hundreds of millions of sperm, so if an egg is present, a sperm and that egg can unite. That’s called ‘fertilization.’ The fertilized egg then keeps going and, if it implants into the wall of the uterus, it becomes a pregnancy. If it doesn’t, it results in a menstrual period. We’ll talk more about this in a minute.” Continue in this manner with the other two pieces of newsprint making sure to provide the appropriate information and/or definitions as needed. (10 minutes)

***Note to the Teacher:** If you need some help providing age-appropriate definitions, please use the [Human Reproduction Sample Definitions](#) at the end of this lesson.*

**STEP 3:** Next say, “Now that you have some general definitions for key terms related to human reproduction, I want to make sure you understand the steps involved from start to finish. Using the Female Reproductive System Worksheet, discuss the movement of the sperm and egg’s movements to conception.”

**Step 4:** Watch the “Life in the Womb” ([https://www.youtube.com/watch?v=GE\\_II86boUU](https://www.youtube.com/watch?v=GE_II86boUU)) and answer any questions at the end.

## Teacher Resource: Human Reproduction Sample Definitions

The following are key terms for the explanation of human reproduction and a sample definition appropriate for use with seventh graders. It is important to review these definitions prior to teaching the lesson and with your supervisor to make sure they align with your school district and/or state policy governing instruction.

Please note this is for your reference only and should not be distributed to your students.

### **Vaginal Sex** (sometimes called sexual intercourse)

Vaginal sex, sometimes called sexual intercourse, is when an erect penis is inserted into a lubricated vagina. If this results in ejaculation, semen is released from the penis. Semen contains hundreds of millions of sperm, one of which is needed to cause a pregnancy. If the couple is not using a contraceptive method, like condoms or the pill, the sperm in the semen can join with an egg, if one is present. If it implants in a uterus, it creates a pregnancy.

### **Conception**

The beginning of a pregnancy. A sperm and egg must first join and implant into the lining of the uterus to result in a pregnancy. A fertilized egg cannot survive without implantation.

### **Human Reproduction**

Human reproduction is a cycle in which a sperm and egg join and then implant into the lining of the uterus. After approximately nine months of growth, a baby is born.

### **Implantation**

The process by which a fertilized egg attaches itself to the lining of the uterus. Once an egg is fertilized it doesn't always implant, but may leave the body with menstrual blood and tissue.

### **Fetus**

The medically accurate name for the developing pregnancy prior to birth.

### **Pregnancy**

Once a fertilized egg successfully implants in the lining of the uterus, a pregnancy has begun. Typically, a pregnancy lasts for 40 weeks but can terminate for many reasons including spontaneously (called a miscarriage) or by choice or medical necessity (called an abortion).



# Worksheet: The Female Reproductive System

Name: \_\_\_\_\_

Fill in the blanks

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## WORD BANK

Uterus  
Ovary  
Fallopian Tube  
Cervix  
Vagina  
Uterine Lining

