

# 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

# Everybody's Got Body Parts – Part One

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

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

**TARGET GRADE:** Grade 6 and 7

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

- If you do not have hookup for sound, small speakers to connect to your computer or laptop
- LCD projector and screen
- Worksheet: "reproductive and sexual systems of a Person with a uterus and vulva" – enough for either 1/3 or 1/2 the class to have one, depending on whether you plan to have them complete it in triads or pairs
- Anonymous question box
- Index cards – one per student
- Pencils in case students do not have their own
- Homework Assignment: "Sexual and Reproductive Systems of a Person with a Uterus and Vulva Crossword Puzzle" – one per student
- Homework Answer Key – one copy for the teacher

## **ADVANCE PREPARATION FOR LESSON:**

- Prepare an anonymous question box, if you don't have one already, by taking a shoebox or other similarly-sized box and cutting an opening in the top large enough for a folded up index card to fit through.

## **LEARNING OBJECTIVES:**

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

1. Name at least two parts of the internal and external sexual and reproductive systems of a person with a uterus. [Knowledge]
2. Describe the function of at least two parts of the internal and external sexual and reproductive systems of a person with a uterus. [Knowledge]

## Everybody's Got Body Parts – Part 1

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

### PROCEDURE:

**STEP 1:** Introduce the topic by explaining that students likely have learned a lot about their bodies over the years, but that now that they're older, we are going to focus a bit more on their sexual and reproductive body parts. (2 minutes)

**STEP 2:** Explain to the class that they are going to be put into small groups to complete a worksheet on the sexual and reproductive systems for people who were born with a uterus and vulva. Tell them that the sheets have a word bank at the bottom, and that they need to make those words fit into the images provided. Have them get into their triads (you may also wish to do pairs), distribute one worksheet per triad/pair, and tell them that they have 10 minutes in which to complete it. (12 minutes)

***Note to the Teacher:** You know your students best in terms of what will distract them or make them feel uncomfortable. If you were to choose to break them into same-sex pairs or triads, this would be one activity in which doing so can be helpful. Before doing so, however, please review our piece on the pros and cons of separating by gender in the Teacher Background.*

**STEP 3:** Use the worksheet and project it for the students, go through each question explaining the various parts of the female reproductive system. Ask students to review their worksheets as they go to make sure they have the answers correct. Pause and ask the students if they have any questions. (30 minutes)

**STEP 4:** Distribute an index card to each student. Ask each person to write down one question they may still have relating to the sexual and reproductive systems that were discussed today, but they should not put their names on the cards. Instruct those who do not have questions to simply write "no question" on their card to help keep anonymity, as no one will know who wrote down a question and who did not. As they are writing their questions, distribute the homework sheet and ask them to complete it before the next class session. Collect the cards in the anonymous question box, and tell the class that you will answer them at the beginning of the next class session. (10 minutes)

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

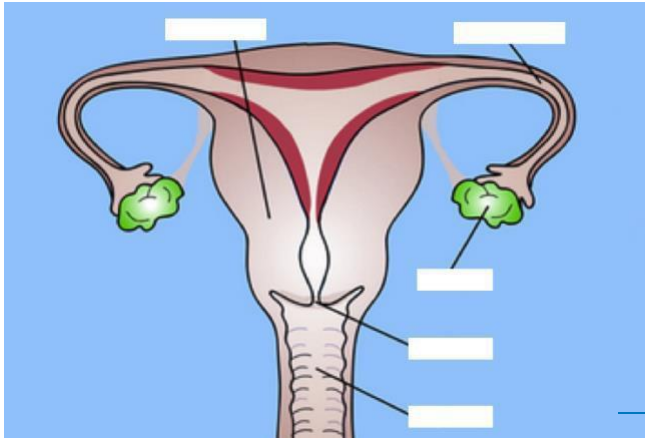
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

### HOMEWORK:

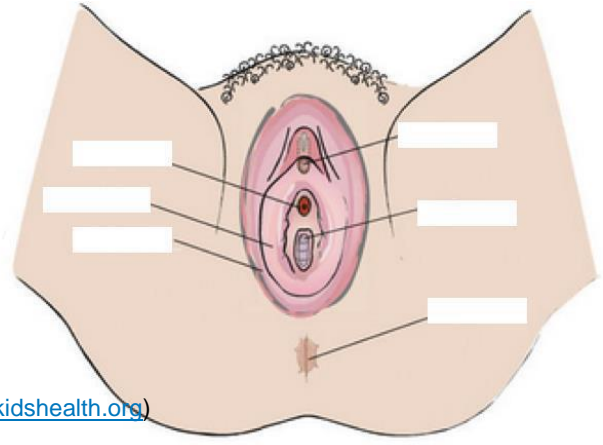
"Sexual and Reproductive Systems of a Person with a Uterus Crossword Puzzle" – to be completed by each student and handed in during the next class.

## Worksheet: The Reproductive and Sexual Systems of a Person with a Uterus and Vulva

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



[w.kidshealth.org](http://w.kidshealth.org)



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

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

### WORD BANK

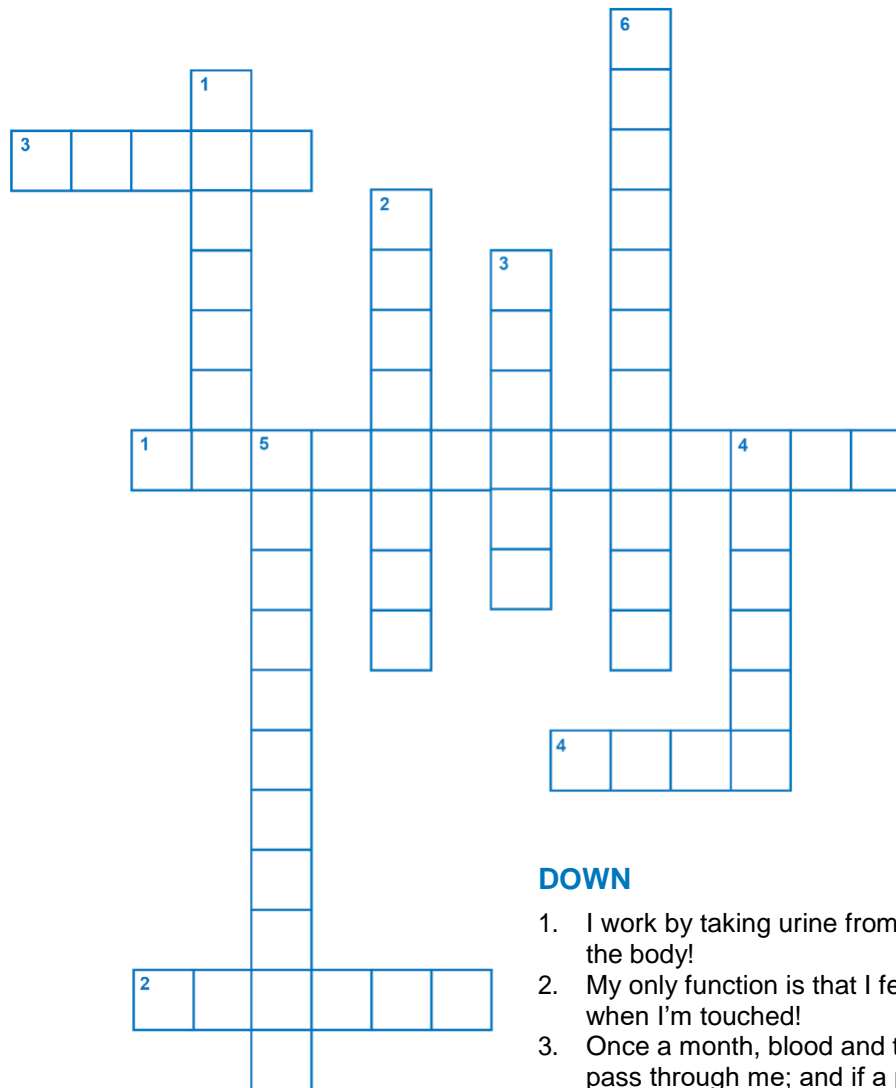
Uterus  
Ovary  
Fallopian Tube  
Cervix

### WORD BANK

Vagina  
Clitoris  
Labia Majora  
Labia Minora  
Urethra  
Anus

# Homework: Sexual and Reproductive Systems of a Person with a Uterus and Vulva Crossword Puzzle

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



## ACROSS

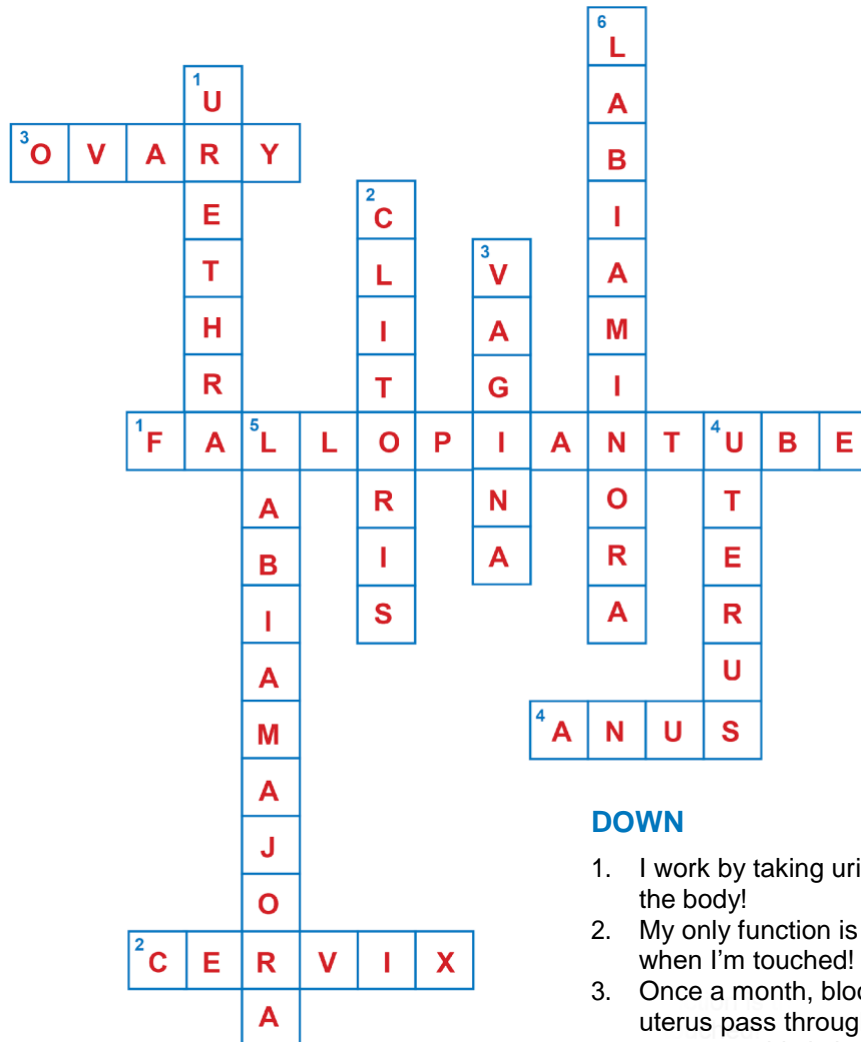
1. There are two of me - one on either side of the uterus, each connected to one of the ovaries. Eggs pass through me every month to get to the uterus!
2. I'm the opening to the uterus! When people with one of these get pap tests, the clinician takes cells from me to test them to make sure all is well!
3. I make eggs! (& no, I'm not a chicken!) There are two of me.
4. I'm the opening, just below the vaginal opening, through which poop leaves the body. I don't mind - I have an important job!

## DOWN

1. I work by taking urine from the bladder out of the body!
2. My only function is that I feel very sensitive when I'm touched!
3. Once a month, blood and tissue from the uterus pass through me; and if a person's pregnant, this is how the baby usually comes out!
4. I'm shaped like a pear and fill up with blood and other nutrients once a month. If a person gets pregnant, the fetus grows inside me!
5. I'm the skin that covers the outside of the vulva to protect everything that's underneath me - the clitoris, the opening to the urethra, and the vaginal opening!
6. I'm the two small flaps of skin on either side of the opening to the vagina; I can come in a variety of shapes and sizes!

## Answer Key

### Homework: Sexual and Reproductive Systems of a Person with a Uterus and Vulva Crossword Puzzle



#### ACROSS

1. There are two of me - one on either side of the uterus, each connected to one of the ovaries. Eggs pass through me every month to get to the uterus!
2. I'm the opening to the uterus! When people with one of these get pap tests, the clinician takes cells from me to test them to make sure all is well!
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6. I'm the two small flaps of skin on either side of the opening to the vagina; I can come in a variety of shapes and sizes!

# Everybody's Got Body Parts – Part Two

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

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

**TARGET GRADE:** Grade 6 and 7

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

- LCD projector and screen
- Worksheet: "Reproductive and sexual systems of a person with a penis" – enough for either 1/3 or 1/2 the class to have one, depending on whether you plan to have them complete it in triads or pairs
- Anonymous question box
- Index cards – one per student
- Pencils in case students do not have their own
- Homework Assignment: "Sexual and Reproductive Systems of a Person with a Penis Crossword Puzzle" – one per student
- Homework Answer Key – one copy for the teacher

## **ADVANCE PREPARATION FOR LESSON:**

- Go through the anonymous questions from the last class session to be prepared to answer them during class. If there are no or very few questions, feel free to add in a few.

## **LEARNING OBJECTIVES:**

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

1. Name at least two parts of the internal and external sexual and reproductive systems of a person with a penis. [Knowledge]
2. Describe the function of at least two parts of the internal and external sexual and reproductive systems of a person with a penis. [Knowledge]
3. Demonstrate a basic understanding of where sperm is made and how it leaves the body. [Knowledge]

## **PROCEDURE:**

**STEP 1:** Remind the students about the anonymous questions they contributed at the end of the last class. Take no more than a few minutes to answer as many as time permits. (5 minutes)

## Everybody's Got Body Parts – Part Two

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

**Note to the Teacher:** *You do not need to answer every single question; you can cluster them by category instead. Also, should you receive an overwhelming number of questions you may wish instead to make a reference sheet where you type up the questions and responses and simply distribute that to the class or answer them over a few days.*

**STEP 2:** Explain to the class that just as they went through the sexual and reproductive systems of a person with a uterus and vulva during the last class, today they are going to go through the sexual and reproductive systems for people with a penis. Put them into small groups as you did in the last class to complete a worksheet on the systems of people with a penis. Tell them that the sheets have a word bank at the bottom, and that they need to make those words fit into the images provided. Have them get into their triads (you may also wish to do pairs), distribute one worksheet per triad/pair, and tell them that they have 10 minutes in which to complete it. (12 minutes)

**Note to the Teacher:** *You know your students best in terms of what will distract them or make them feel uncomfortable. If you were to choose to break them into same-sex pairs or triads, this would be one activity in which doing so can be helpful. Before doing so, please review our piece on the pros and cons of separating by gender in the Teacher's Guide.*

**STEP 3:** Use the worksheet and project it for the students, go through each question explaining the various parts of the female reproductive system. Ask students to review their worksheets as they go to make sure they have the answers correct. Pause and ask the students if they have any questions. (30 minutes)

**STEP 4:** Distribute an index card to each student. Ask each person to write down one question they may still have relating to the sexual and reproductive systems of a person with a penis, but that they should not put their names on the cards. Instruct those who do not have questions to simply write "no question" on their card to help keep anonymity, as no one will know who wrote down a question and who did not. As they are writing their questions, distribute the homework sheet and ask them to complete it before the next class session. Collect the cards in the anonymous question box, and tell the class that you will answer them at the beginning of the next class session. (6 minutes)

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

The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

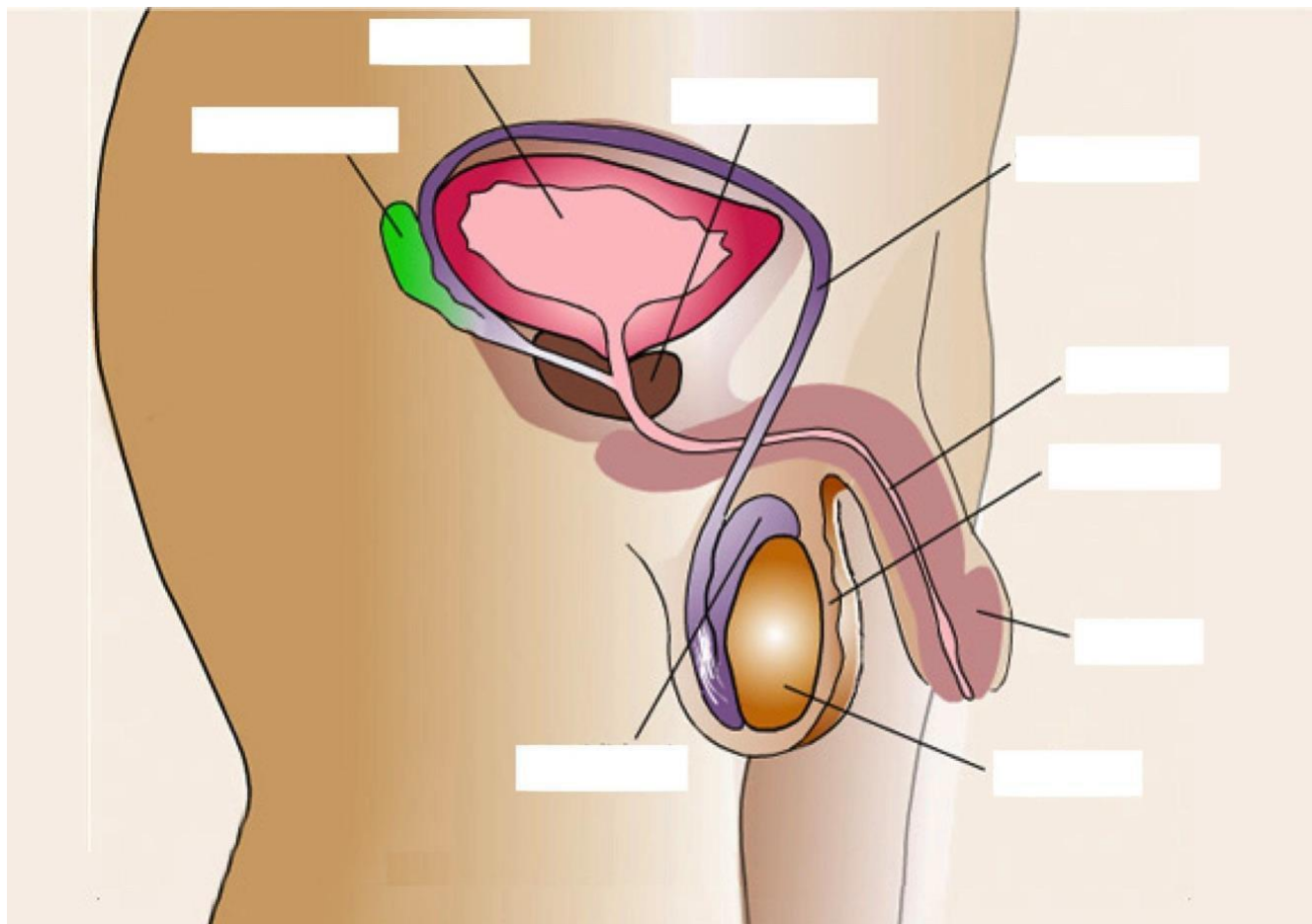
### HOMEWORK:

"Sexual and Reproductive Systems of a Person with a Penis Crossword Puzzle" – to be completed by each student and handed in during the next class.



## Worksheet: The Reproductive and Sexual Systems of a Person with a Penis

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



(Image from [www.kidshealth.org](http://www.kidshealth.org))

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

### WORD BANK

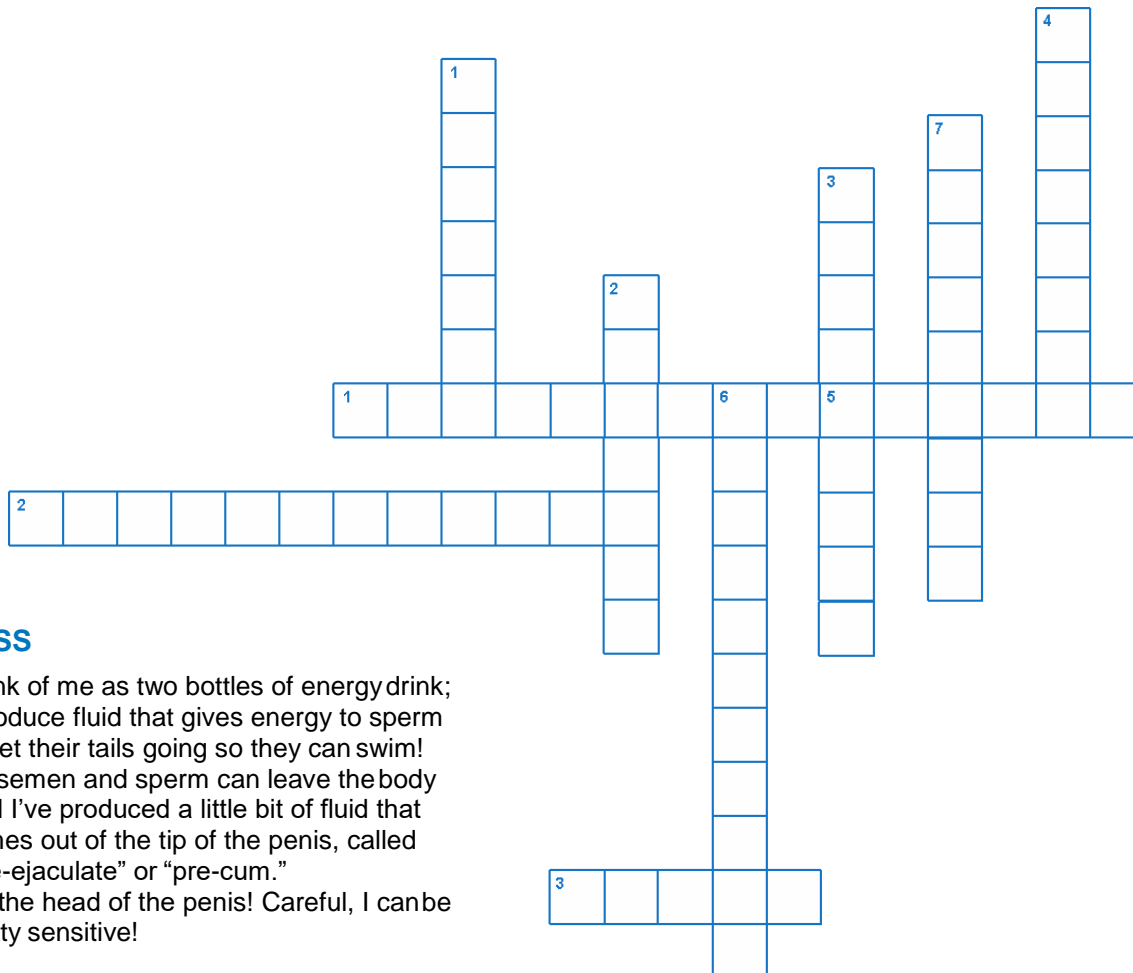
seminal vesicles  
testicle  
urethra

bladder  
penis  
vas deferens

epididymis  
scrotum  
prostate gland

## Homework: Sexual and Reproductive Systems of a Person with a Penis Crossword Puzzle

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



### ACROSS

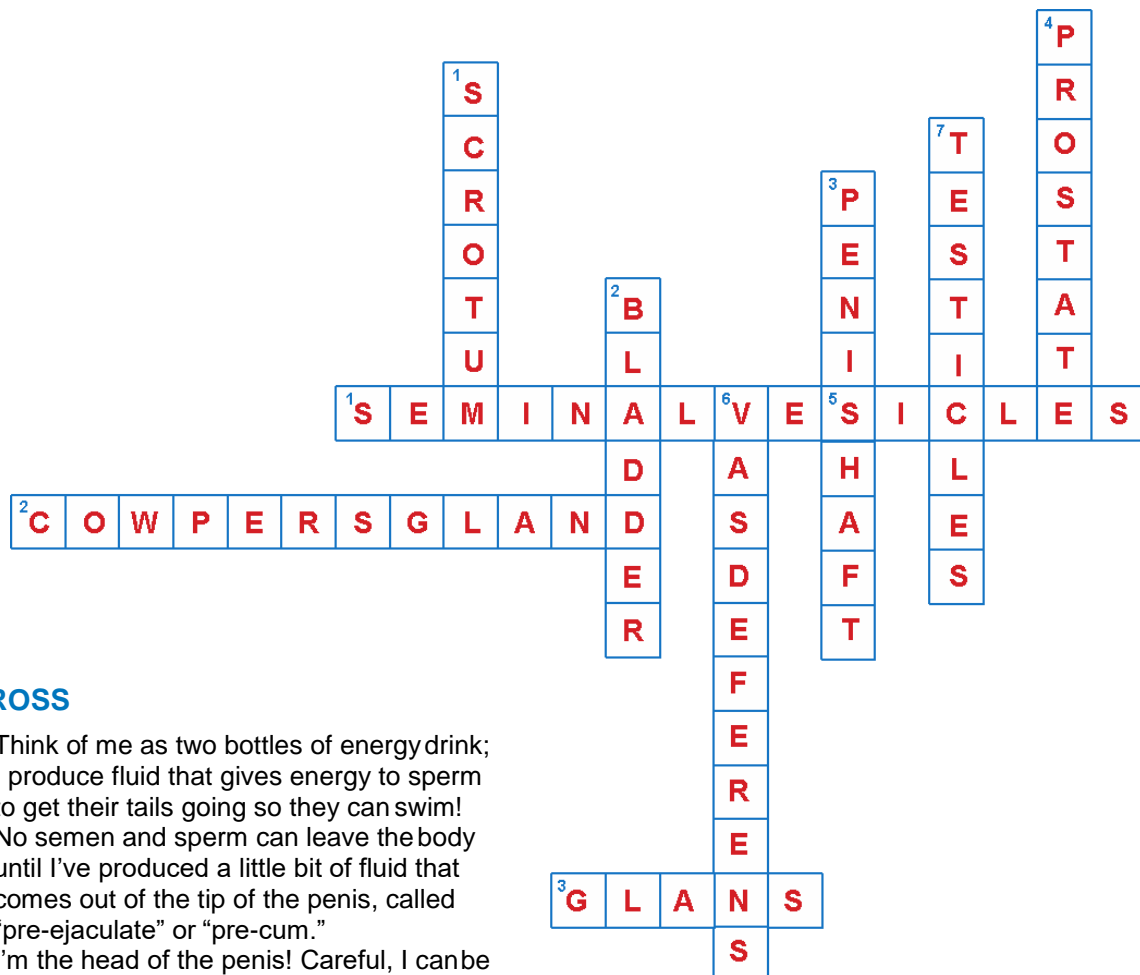
1. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
2. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
3. I'm the head of the penis! Careful, I can be pretty sensitive!

### DOWN

1. I look - and work - kind of like a sac! Inside, I have the testicles, which makes sperm. Since they have to be made at a temperature lower than 98.6 degrees, I hang outside the body behind the penis
2. When you gotta go to the bathroom, that's me letting you know! I collect urine until it's time for it to leave the body.
3. Urine leaves the body through me; sperm-filled semen leaves through me when someone ejaculates or has a wet dream. I'm busy!
4. Chestnuts roasting on an open fire... Well, I'm about the size of a chestnut, but please don't roast me! I've got to produce some of the fluid that makes up semen!
5. I'm the longest part of the penis, between the body and the head! Sometimes, I fill up with blood and get hard or erect.
6. I'm like a big water slide - I go from the testes up into the body so I can carry sperm to where it mixes with semen before it leaves the body!
7. I hang out in the scrotum - literally! There are two of me, and we're like little factories, making testosterone and sperm. When do I get a vacation??

# Homework: Sexual and Reproductive Systems of a Person with a Penis Crossword Puzzle

## ANSWER KEY



### ACROSS

4. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
5. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
6. I'm the head of the penis! Careful, I can be pretty sensitive!

### DOWN

8. I look - and work - kind of like a sac! Inside, I have the testicles, which makes sperm. Since they have to be made at a temperature lower than 98.6 degrees, I hang outside the body behind the penis
9. When you gotta go to the bathroom, that's me letting you know! I collect urine until it's time for it to leave the body.
10. Urine leaves the body through me; sperm-filled semen leaves through me when someone ejaculates or has a wet dream. I'm busy!
11. Chestnuts roasting on an open fire... Well, I'm about the size of a chestnut, but please don't roast me! I've got to produce some of the fluid that makes up semen!
12. I'm the longest part of the penis, between the body and the head! Sometimes, I fill up with blood and get hard or erect.
13. I'm like a big water slide - I go from the testes up into the body so I can carry sperm to where it mixes with semen before it leaves the body!
14. I hang out in the scrotum - literally! There are two of me, and we're like little factories, making testosterone and sperm. When do I get a vacation??

# 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 parnter 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

You and your boyfriend or girlfriend have been together for six months. No one else you know has ever lasted that long in a relationship. You are both really in love and feel you were meant for each other. You agreed a few months ago that you were both too young to have sex and decided, together, to wait. There's a Valentine's Day dance at school and you plan to go together. That night, your boyfriend or girlfriend says, "Let's skip the dance. I know a place where we can go and be alone together."



# We Need to Talk

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

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

**TARGET GRADE:** Grade 7

**TIME:** 50 Minutes

### **MATERIALS NEEDED:**

- Laptop or desktop computer
- LCD projector and screen
- PowerPoint: "Listening Is Key!"
- Role Play Scenarios – one handout per every three students, each cut into individual scenarios (three scenarios per triad)
- Pencils in case students do not have their own
- Homework: "Let's Talk" – one per student

### **ADVANCE PREPARATION FOR LESSON:**

- Print out and cut up the role play scenarios as indicated below. Each triad should receive all three scenarios.

### **LEARNING OBJECTIVES:**

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

1. Name at least two characteristics of effective listening. [Knowledge]
2. Name at least two characteristics of effective communication. [Knowledge]
3. Demonstrate proficiency with using effective listening and communication skills in scenarios relating to sexual decision-making and safer sex. [Knowledge, Skill]

### **PROCEDURE:**

**STEP 1:** Say, "Today we will be discussing how people communicate, specifically around sexuality-related issues. A lot of times when we try to figure out the best way of communicating with people, we focus on what we say, and how we say it. And that's really important. What we also need to keep in mind, though, is that listening is just as important as speaking. We're going to talk about both today, starting with looking at how we can be good listeners when someone is speaking with us – especially about something really important like making decisions about sexual behaviors." (2 minutes)

**STEP 2:** Start the PowerPoint, "Communication Skills." Explain that there are five things we should all do when someone is speaking with us to ensure we understand what they're saying – and they feel like they've been heard and understood.

## **We Need To Talk**

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

Go through the slide, “Listening is Key!” point by point. Once you are done, ask for a student who you know to be a strong participator in class to come to the front of the room and sit with you. Ask this student to talk about one of the things they most love to do. As the student speaks with you, model doing all five of the points on the slide **WRONG**. Once you are sure you have done all five poorly, stop, look at the class and ask, “What did you notice about what I did as [student’s name] was speaking?”

After the students reflect back how they noticed you modeled each of the points on the slide, ask the student how they felt as they told you about what they enjoy doing. Ask if they felt like you were listening to them. What about what you did made them feel like they were not being listened to?

Ask them to start talking again. This time, model all five of the points on the slide **CORRECTLY**. Once you are sure you have done all five, stop, look at the class and ask, “What did you notice this time as [student’s name] was speaking?”

After the students reflect back how they noticed you modeled each of the points on the slide, ask the student how they felt as they told you about what they enjoy doing. Ask if they felt like you were listening to them. What about what you did made them feel like they were not being listened to? (10 minutes)

**STEP 3:** Say, “Once you know how to be a good listener, you need to be a good communicator, too – especially when you’re talking to someone about something you feel strongly about.” Go through the second slide in the PowerPoint, titled, “So Is Being Clear!” Model this by asking another student to come to the front of the room. Say, “I want you to pretend to be the teacher, and I’m the student. My grades are slipping and I want to ask you to give me an opportunity to do some extra credit, okay?”

As in the previous example about listening, go through modeling the four points poorly. For example, you may wish to be really unclear about what you want from the “teacher,” to use “you” statements, such as, “you never want to help me improve my grades!”, to interrupt when the “teacher” speaks; and to not be willing to compromise.

Once you have done this, ask the class, “So, how effective of an exchange was that? What could I have done better?” After they have provided some responses, turn to the student who role-played the teacher and ask whether they would add anything else.

Turn back to the class and ask whether anyone would like to try asking this “teacher” for extra credit. When the volunteer comes to the front of the room, remind her/him that they are to try to do the steps well. Give them a few minutes to ask their “teacher” for extra credit, keeping the slide up so the student can refer back to the points.

Once the student has completed their request, ask the rest of the class and the “teacher” how they think the student did. After the feedback, say, “So, to summarize – any kind of discussion between people involves paying attention to both what we say and how we listen. If we miss any of these steps, that’s when misunderstandings can happen.” (9 minutes)

**STEP 4:** Say, “These examples were about something fairly easy to talk about – grades and extra credit. Let’s look at what it’s like to apply these tips to a conversation about sexuality.”

## **We Need To Talk**

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

Break the class into groups of three. Tell them that two of them will be practicing their communication and listening skills using a scenario you will provide, and the third person will observe in order to tell them how they did. Let them know that they will be given three different scenarios, and that they will switch each time so that everyone will be the observer once.

Switch to the third PowerPoint slide and keep it posted as a reminder to the students as they role play. Distribute the scenario and ask them to decide who will play each role. Tell them they will have approximately 3 minutes in which to role play.

Once 3 minutes have elapsed, ask students to stop their role plays and the observers to comment on how the first two students did. After about 2 minutes, thank the observers and ask the students to decide who will be playing which roles for the next scenario. Distribute scenario #2 to the students.

Repeat the process as before, reminding the students who are participating in the role play that they have approximately 3 minutes. After 3 minutes, ask them to stop and have the observer weigh in on what they saw. After 2 minutes, thank the observers and ask the students to switch so that the student who has not yet been the observer is now the observer and the other two students can participate in the final scenario role play. Distribute the scenario and remind them they have about 3 minutes in which to role play. As before, ask students to stop after 3 minutes and ask the observer to share their impressions. After about 2 minutes, thank the observers. (17 minutes)

**STEP 5:** Process the experience by asking the class, “When it came to your small groups which of these things [indicating the PowerPoint slide] do you feel you tended to do well? Not as well? Why do you think that is?” (5 minutes)

**STEP 6:** Ask everyone to take out a piece of paper and something to write with. Ask them to put their names at the top. Then ask them to write down which of the points about speaking and which of the points about listening resonated with them the most. Then ask them to write down one way they plan to use what you just did in class out in their own lives. Let them know they have about 5 minutes in which to write their answers. (6 minutes)

**STEP 7:** After approximately 5 minutes, ask the students to pass up their reflection sheets. Explain the homework assignment, which involves having a conversation with a parent/caregiver and practicing the skills you learned in class. (2 minutes)

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

The small group role plays will provide an opportunity for students to receive feedback on their understanding of the communication and listening skills discussed in class. In addition, the brief self-reflections at the end of class will enable the teacher to ascertain which of the points resonated with the students and how they intend to use these skills in the future.

### **HOMEWORK:**

“Let’s Talk” worksheet – ask students to complete the worksheets and bring them to the next class with them.

## Scenario One

**Person one:** You are at the beginning of a relationship with someone and are thinking it might go to the next level sexually. You don't think they've been with anyone else so you don't think you need to use a condom. You're excited to tell your friend about your plans!

**Person two:** Your close friend is at the beginning of a new relationship and is thinking of taking it to the next level sexually with the person they're seeing. Unfortunately, they have zero interest in using condoms. You want to try to convince them that it's important to do so if they want to avoid STIs and/or pregnancy.

-----

## Scenario Two

**Person one:** You have every intention of staying abstinent until you're older. That doesn't mean, however, that you're against showing affection in other ways that don't carry a risk for STIs and/or pregnancy. Person two is the person you've been seeing – and who wants to start having sex with you. How can you let them know you want to stay in the relationship but stick with your decision to wait to have sex?

**Person two:** You have never had sex before, but you've dated and kissed and made out with people. You really like person one and have been spending a lot of time together. You feel like if there's anyone you could have sex with, it's them – but they seem to want to wait. Can you see whether you might be able to get them to change their mind?

-----

# We Need to Talk

7<sup>th</sup> Grade Lesson from  
Rights, Respect, Responsibility: A  
K-12 Sexuality Education  
Curriculum

# Listening Is Key!

*From The Random Acts of Kindness Foundation*

- **Look at the person who is speaking**
- **Concentrate on what is being said**
- **Respond by nodding or answering questions**
- **Ask questions if you do not understand or need more information**
- **Drop all other distractions or activities**

# So Is Being Clear!

- **Say what you want, directly.**
- **Use “I” statements**
- **Listen to what the other person says they want.**
- **If you agree, great – if you don’t, how can you compromise?**

# Effective Negotiation!

- **Communication is rarely one person speaks/texts, the other person responds, and it's over.**
- **Negotiation means saying what you want – and making your case in a way that respects the other person's needs, too.**
- **Communication and negotiation are about sometimes getting what you want, sometimes letting the other person get what they want, and sometimes compromising between the two.**



# Remember...

## When Listening...

- Look at the person who is speaking
- Concentrate on what is being said
- Respond by nodding or answering questions
- Ask questions if you do not understand or need more information
- Drop all other distractions or activities

## When Speaking...

- Say what you want, directly.
- Use “I” statements
- Listen to what the other person says they want.
- If you agree, great – if you don’t, how can you compromise?

# Choose Your Words Carefully

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

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

- Large strips of newsprint statements, prepared as indicated
- Masking tape
- "Choose Your Words" activity statements, prepared as indicated
- Envelopes for "Choose Your Words" activity statements, prepared as indicated (there should be one envelope per every two students)
- Homework: "iRelationship"—one per student
- Teacher's Guide for Homework – one copy
- White board and markers

## **ADVANCE PREPARATION FOR LESSON:**

- On a sheet of newsprint, write the following statements in large letters:

Hey, can I talk with you about something?

Sure, what's up?

I can't go to your game, I'm sorry.

I'm not going to your game.

Let's talk later.

Cut the newsprint so that each statement is an individual strip, at least three inches high each.

- Print out enough copies of the "Choose Your Words" activity statements for half the number of students in your class. Cut each copy into individual strips and place the strips into an envelope so that each envelope has an entire set of strips in it. You should have envelopes for half the class. Label half of the envelopes "Partner A" and half "Partner B."

## **LEARNING OBJECTIVES:**

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

1. Identify at least two characteristics of healthy communication in a relationship. [Knowledge]
2. Apply their understanding of healthy communication to a scenario between two people who are discussing technology use within a relationship. [Knowledge, Skill]

## **PROCEDURE:**

**STEP 1:** Ask, "Has anyone ever had to talk with someone about something really important – but you weren't sure how to do it?"

## Choose Your Words Carefully

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

Acknowledge the raised hands and ask, “What specifically can make it challenging to talk with someone about something important to you?” Probe for:

- You don’t want to hurt their feelings
- You’re not sure whether you should talk with them about it
- You’re embarrassed about it
- You don’t want to make them mad
- You just don’t want to deal and hope that ignoring it will make it go away
- You like them as more than a friend and you’re worried if you talk about something serious they won’t want to hang out with you anymore

Say, “Whether it’s a friendship or a relationship, it’s important to be able to talk about things that come up. If a friend always teases you and you really hate when he does that – but you never tell him that you hate it – it’s not his fault if he keeps doing it and makes you mad, it’s yours because you didn’t say anything about it!

The big question, of course, is how do you talk with someone about something that’s important to you?” (6 minutes)

**STEP 2:** On the board write, “Partner A” at head level, followed by “Partner B” about five feet to the right of it. As you’re writing, say, “Let me give you an example. Let’s say I was Partner A, and the scenario was that my significant other wanted me to stay after school and watch their basketball game.” Between the two headers, write “Basketball Game.” Now, I want to be supportive, but I already told my best friend I’d hang out with them. So how do I bring this up?”

Post the newsprint strip that reads, “Hey, can I talk with you about something?” Say, “This is always a good place to start. Giving the other person a heads up that you need to talk will get their attention and let them know that it’s important they listen.” Under the Partner B sign, post the flipchart strip that reads, “Sure, what’s up?”

Say, “If you’re Partner B, you want to respond to let the other person know that not only is it okay for them to talk, but that you’re also going to pay attention to them – not anyone else, not your phone, not a video game – but them. Make sense?”

Under Partner A, post “I can’t go to your game, I’m so sorry.” Ask the students what they think of this as a way of breaking the news to the other person. Ask, “What might be some ways Partner B might respond?”

Once you’ve gotten some reactions, take down, “I can’t go to your game, sorry” and ask, “How do you think Partner B would respond if you said this instead?” and post the large flipchart strip that reads, “I’m not going to your game. Let’s talk later.” Have a few students respond. Ask, “What’s different between the two?” Probe for the fact that the last statement doesn’t explain why and sounds like Partner A is mad or like something’s wrong.

Say, “Clearly, I have some choices as to how I can bring this up – but regardless of what I choose, it’s going to have an impact on how the other person responds. I won’t necessarily know what that impact is until my significant other responds – but I can think before I speak and choose my words carefully. Which is what you are about to do.” (12 minutes)

## Choose Your Words Carefully

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

**STEP 3:** Divide the class into pairs. Then put two pairs together to form a group of four. Say, “In each group of four are two pairs. Each pair will represent one person in a relationship, partner A or partner B. This couple needs to talk about an important part of any relationship: how they’re going to deal with technology in their communication with each other and with others about their relationship.”

Hold up an envelope and say, “One pair will receive an envelope that reads ‘Partner A’ and the other, ‘Partner B.’ Inside are strips of paper with individual statements. You are going to create a conversation between the partners using these statements. Here are the rules:

- a. You can only use each slip once.
- b. You are both interested in staying together – you want the relationship to work!

You will have five minutes for each pair to look through their statements to get a sense of what’s there. Then when I say, ‘Go,’ Partner A will start the dialogue with one of their statements. Partner B will then have a minute in which to put down their response. Partner A shouldn’t move forward until I say so.” Answer any questions and distribute the envelopes to the pairs and ask each pair to look at them together and start planning how they will use them. (6 minutes)

**STEP 4:** After a minute or two, say, “Okay – Partner A, let’s get the conversation started. Put down your conversation starter. Partner B, don’t respond yet.” After a minute, check to make sure all the Partner As have gone, then say, “Okay, Partner B, put down your response. Partner A, read what Partner B put down on the desk. You have a minute to come up with your response. Partner B, please wait to respond until I tell you to.”

Continue to facilitate this process, giving a minute for each “partner” to go, until each has put down five statements. Walk around the room and check their work, giving guidance as needed. As you walk around, tear off a long strip of masking tape and leave it for each group. (14 minutes)

**STEP 5:** After the last turn, ask students to stop and reflect on their dialogue. As they are reading through, ask them to take the pieces of tape and tape the dialogue to the desk or table top. Then ask groups of four to carefully walk around the room and read the dialogues of the other groups before returning to their original ones. Ask them to sit together as a group of four for the remainder of class.

Process the activity by asking the following questions:

- What was it like to do that? What was [easy, hard, fun] about it?
- What did you think of the conversation you created overall? Did it work out well or did it seem like they still had things to talk about?
- Thinking about your conversation or any of the ones you observed – what did you notice worked WELL in the “couples” discussions? What did you notice did NOT work well?
- What does this tell you about what’s most important when you’re trying to have a conversation about something important?

## Choose Your Words Carefully

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

As students respond, write the phrase, “Take-home messages” on the board and record their answers beneath it. If it’s not included by the students, be sure to share the following:

- However you communicate – whether verbally or via text – it’s important to communicate. Otherwise it’s all a guessing game!
- Technology is a big part of all relationships today. Talking up front about what you do and don’t want, and what you do and don’t expect around privacy and the other things we discussed in class is really important.

Distribute and go over the homework assignment. (12 minutes)

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

The in-class activity is designed to achieve both learning objectives.

## Choosing Your Words Carefully

### Homework

**I really like being with you.**

-----

**I'm so glad that we're a couple.**

-----

**I really like it when you post photos of us.**

-----

**I don't want you to post photos of us unless I've seen them and said ok.**

-----

**Snapchat's ok, but no Instagram posts.**

-----

**Why don't you ever post pictures of us?**

-----

**Can I talk to you about something?**

-----

**I don't like posting photos – they're just for us.**

-----

**Yes.**

-----

**Yes.**

-----

**Yes.**

-----

**Okay.**

## Choosing Your Words Carefully

### Homework

**No.**

**No.**

**No.**

**Sure.**

**I don't feel like talking right now.**

**Why are you pushing me?**

**Me, too.**

**I really like that people know we're together.**

**I feel really close to you.**

**You can trust me.**

**Everyone does this.**

**I'm really serious.**

**I don't care if you check my phone.**

## Choosing Your Words Carefully

### Homework

**I have nothing to hide, but you need to trust me.**

-----

**What are you hiding?**

-----

**I don't like it when you keep texting me and asking where I am.**

-----

**I don't like it when I text you and you don't respond.**

-----

**When you only text one word to me you sound mad.**

-----

**I don't like texting.**

-----

**We'll only post photos on...**

-----

**Instagram.**

-----

**Snapchat.**

-----

**Other social media if we both agree.**

-----

**If one of us posts a photo and the other doesn't like it, we'll take it down.**



# 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.

# Noticing Red Flag Feelings

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Directions

**Part 1:** Read the dilemma below and then complete the Feelings & Options steps.

### "Missing Out"

*For months, Aida and her three closest friends had been waiting for a new movie to come out. The movie was based on one of their favorite books, and they promised they would see it all together and then go out for pizza. On the movie's opening weekend, Aida had a last-minute emergency and wasn't able to go. The others decided to go anyway because they had really been looking forward to it. That night they posted constantly about their fun and new inside jokes. Aida wanted to keep connected, but seeing the constant posts bummed her out. She felt like no one even cared that she had missed out on their plans.*

**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?



# Noticing Red Flag Feelings

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Imagine:** *Imagine* how the situation could be handled. 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, 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?

First: How would they say it?

☐

In person

☐

Call or FaceTime

☐

Text

☐

Direct/private message

☐

Email

☐

Other: \_\_\_\_\_

Second: What would they say? Write out the conversation.

## Part 2: Complicate (optional)

Discuss these questions in your group, and share responses. Be sure to hear all perspectives -- the more perspectives, the better!

- What if it was a regular sleepover rather than a movie outing? Should the friends reschedule, or stick with their plans without Aida?
- What if the friends posted comments and captions on their pics saying that they were sorry Aida was not with them? (For example: @Aida wish you were here)
- Does it make a difference why Aida couldn't attend? (What if Aida's emergency was that her mom was in the hospital? What if it was that she had been grounded for sneaking out of her house?)





RELATIONSHIPS & COMMUNICATION

We know the power  
of words & actions.

DIGITAL CITIZENSHIP | GRADE 7

# My Social Media Life



# Essential Question

How does social media affect our relationships?



# Learning Objectives

1

Identify the role of social media in students' lives.



2

Reflect on the positive and negative effects social media use has on their relationships.



3

Recognize "red flag feelings" when using social media and use the Feelings & Options thinking routine to consider ways to handle them.



# Directions

What percentage of people in this class do you think are on social media, like Instagram, Snapchat, or something similar?  
Show what you think by raising your hand:

5 fingers = most or all



3 fingers = about half



1 finger = few or none





# Social media

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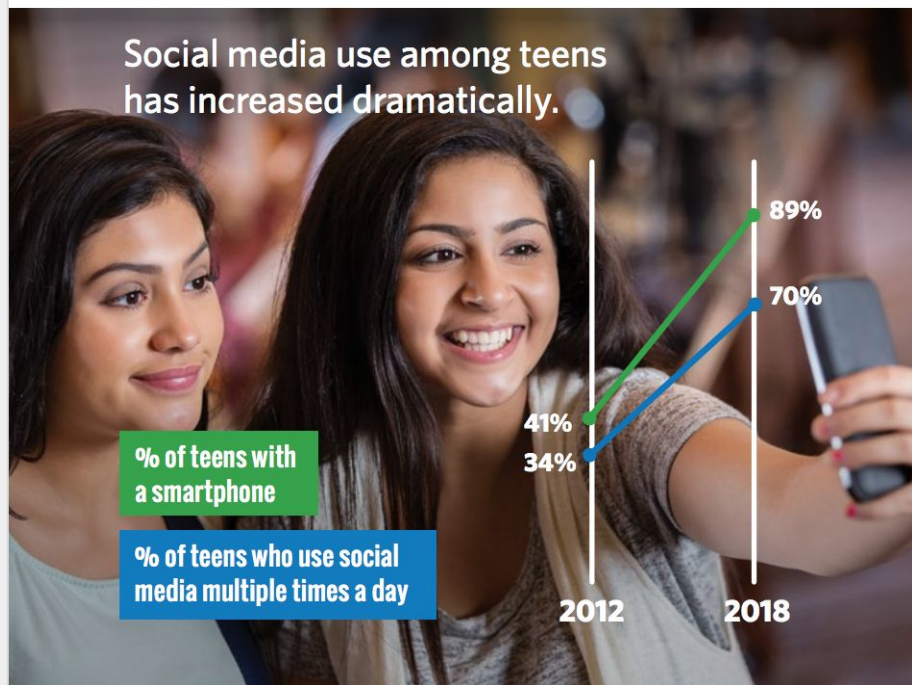
Websites and applications that enable users to create and share content or to participate in social networking



# Social Media, Social Life 2018

Among 13- to 17-year-olds  
in the United States

Social media use among teens  
has increased dramatically.



Teens overwhelmingly  
choose Snapchat as their  
main social media site.

Percent of teens who say they use each  
social media site the most:



**41%**  
Snapchat



**22%**  
Instagram



**15%**  
Facebook



## WATCH + DISCUSS



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

### Discuss:

- What did teens say were some benefits of social media?
- What did they identify as problems or drawbacks?



# Oversharing

Sharing personal feelings, information, or experiences that later make the sharer feel uncomfortable or regretful



Posting on social media  
allows me to connect with people who  
have the same interests I do.



If you're having a bad day, social media makes it worse. You scroll through and see how great everyone else's life seems. It's depressing.





Building real relationships  
with people is much easier  
face-to-face. Those relationships  
are stronger and last longer.





Social media isn't really about  
connecting with other people;  
it's just about showing off who you  
want people to think you are.



# 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?





## Directions

Write two things you learned about how social media can affect your relationships.

Write one strategy you can use moving forward to get the best out of social media.



We know the power  
of words & actions.

---

**GRADE 7**

# My Social Media Life

How does social media affect our relationships?



RELATIONSHIPS &amp; COMMUNICATION

We know the power  
of words & actions.

---

**OVERVIEW**

For most middle schoolers, being on social media can mean connecting with friends, sharing pictures, and keeping up-to-date. But it can also mean big-time distractions, social pressures, and more. Help students navigate the different feelings they may already be experiencing on social media.

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

**Students will be able to:**

- Identify the role of social media in their lives.
- Reflect on the positive and negative effects social media use has on their relationships.
- Recognize "red flag feelings" when using social media and use the Feelings & Options thinking routine to consider ways to handle them.

**Key Vocabulary:**

**oversharing**

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

**red flag feeling**

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

**social media**

websites and applications that enable users to create and share content or to participate in social networking

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**Key Standards Supported**

**COMMON CORE**

L.7.1, L.7.2, L.7.3, L.7.4, L.7.6, RI.7.1, RI.7.2, RI.7.4, RI.7.10, SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.3, SL.7.4, SL.7.6, W.7.4, W.7.10

**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.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.D.1, VI.D.2, VI.D.3

**ISTE**

2a, 2b, 2d, 3b

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**What You'll Need**

Some resources below are available in Spanish

**Classroom resources**

- [Lesson Slides](#)
- [Video: Teen Voices: Friendships and Social Media](#)
- [Noticing Red Flag Feelings Handout Teacher Version](#)
- [Lesson Quiz](#)

**Take-home resources**

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

---

**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: Social Media Bonds

5 mins.

1. **Project Slide 4** and ask: *What percentage of people in this class do you think are on social media, like Instagram, Snapchat, or something similar? Hold up five fingers if you think most or everyone, three fingers if you think maybe around half, and zero or one finger if you think very few or none.*

If necessary, clarify that **social media** includes *websites and applications that enable users to create and share content or to participate in social networking.* (**Slide 5**)

Observe responses and tell students your estimate for the room, e.g., *Seems like most people think ... or Seems like about half the class thinks ...*

2. **Explain** that, legally, many social media sites require you to be at least 13 years old to sign up, and some even require you to be 17 or 18. Ask: *How do you think the percentage in this class compares with teens in general? What percentage of teens in the U.S. do you think are on social media?*

Call on students to respond. Project **Slide 6** and point out that 70% of teens use social media multiple times per day.

3. **Invite** students to share out other things they notice on the infographic. Ask them whether these results match their own experiences and those of their friends.

---

### Watch and Discuss: Sharing It All

15 mins.

1. **Show** the **Teen Voices: Friendships and Social Media** video on **Slide 7**. After watching, have partners discuss the questions. Call on pairs to share out. They should identify some or all of the following responses:
  - **Benefits:** *You can connect with friends, share pictures of what you are doing or thinking, share exciting things you're doing, stay up-to-date on the latest happenings.*
  - **Problems or drawbacks:** *It's distracting, you feel you have to be on it, there's pressure to be perfect, there's pressure to look like your life is great, it can make you feel sad or even depressed.*Follow up by asking students whether they themselves have experienced any of those benefits or drawbacks.

2. **Explain** that one negative part of social media, as shared by teens in the video, is the feeling that you have to be on social media all the time. Invite students to share how they feel when they are without their phones or devices for a period of time. Students might mention feeling *anxious, depressed, worried, or fearful they're missing out*.
3. **Say:** Using social media this much can sometimes lead to **oversharing**, which is *sharing personal feelings, information, or experiences that later make someone feel uncomfortable or regretful* (Slide 8). Examples of oversharing include things like:
  - sharing thoughts or feelings in the heat of the moment
  - sharing things you wouldn't want everyone to see, such as photos from a party, or of you acting silly or weird, but then it was shared with a bigger group of people
  - sharing every detail of your life, like what you ate for breakfast or every thought that comes to mind
4. **Say:** Now we're going to do a quick activity reflecting on your views about social media. Keep in mind that people have different opinions and experiences with social media, and there isn't always a right or wrong answer. For each example we go through, show whether you agree, disagree, or are undecided with thumbs up, down, or sideways.

Note: You can also adapt this activity by using a polling app with students such as Mentimeter or Kahoot.

Read aloud each example on slides 9 to 12, allowing time for students to take a stance. For each one, highlight what the class opinions are (e.g., *most people tend to agree, the class seems split*, etc.).

- Posting on social media allows me to connect with people who have the same interests I do. (Slide 9)
- If you're having a bad day, social media makes it worse. You scroll through and see how great everyone else's life seems. It's depressing. (Slide 10)
- Building real relationships with people is much easier face-to-face. Those relationships are stronger and last longer. (Slide 11)
- Social media isn't really about connecting with other people; it's just about showing off who you want people to think you are. (Slide 12)

If time permits, call on students of opposing viewpoints to explain their rationale.

---

#### Analyze: Noticing Red Flag Feelings

20 mins.

1. **Explain** that in the video, students talked about both positive and negative experiences using social media. Some of their negative experiences were caused by feelings of being isolated, anxious, or uncomfortable. Project Slide 13 and say: *These feelings can be red flags. A red flag feeling is when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious. It is a warning that something might be wrong.*

2. **Project Slide 14** and explain that when you have a red flag feeling, it's important to slow down, pause, and think about how you're feeling by using the Feelings & Options steps. Have students read aloud the questions associated with each step.
3. **Distribute the Noticing Red Flag Feelings Student Handout.** Tell students they're going to use the Feelings & Options steps to explore how to handle a digital dilemma.

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 complete the worksheet individually.

4. **Arrange** students into groups of three to four, and have them discuss their responses together. Give groups three minutes to discuss each of the four sections. Use a timer if necessary and have them move on.

Then invite each group to summarize their responses to the Feelings & Options steps. Use the **Student Handout - Teacher Version** for guidance.

5. **Optional:** If time permits, have students discuss the questions on Part 2 of the handout in groups. Have students share responses with each other or with the whole class.

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#### Wrap Up: Social Media and Me

5 mins.

1. **Say:** *It's a good idea to follow the Feelings & Options steps anytime you experience a red flag feeling. Taking these steps will help you think through the options you have for handling the situation.*
2. **Project Slide 15** and read aloud the prompt. Give students three minutes to pair-share.

Call on students to share out their responses.

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

## Additional Resources:

1. **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 online

There 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.

2. **Extend the lesson:** Have students apply what they have learned by completing the "**Ups and Downs of Social Media**" 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 finding balance when using social media. For more information, download the **Social Media TestDrive Educator Guide**.



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Lesson last updated: February 2023

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**GRADE 7**

# The Power of Digital Footprints

How might our digital footprints shape our future?



DIGITAL FOOTPRINT & IDENTITY

We define  
who we are.

---

## OVERVIEW

Our digital footprints can impact our future. What others find about us online shapes how they see us or feel about us. Help your students learn about their digital footprint and the steps they can take to shape what others find and see about them online.

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

**Students will be able to:**

- Define the term "digital footprint" and explain how it can affect their online privacy.
- Analyze how different parts of their digital footprint can lead others to draw conclusions -- both positive and negative -- about who they are.
- Use the Take a Stand thinking routine to examine a dilemma about digital footprints.

**Key Vocabulary:**

**digital footprint**

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

**invisible audience**

anyone who can see information about you or posted by you online

**persistent**

lasting a long time

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## Key Standards Supported

**COMMON CORE**

L.7.6, RI.7.4, RI.7.10, SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.6, W.7.2, W.7.4, W.7.9b, W.7.10

**CASEL**

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

**AASL**

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

**ISTE**

1d, 2a, 3b, 3d, 4b, 4d, 7b, 7c, 7d

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**What You'll Need**

Some resources below are available in Spanish

**Classroom resources**

- [Lesson Slides](#)
- [Video: What's in Your Digital Footprint?](#)
- [Truth Be Told 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: **Every Time Online**

10 mins.

1. **Project Slide 4** and tell students they're going to watch a short video about being on the internet. Ask students to pay special attention to the images they see. Show the video **What's in Your Digital Footprint?** Allow two minutes for students to discuss the images with a partner. Images include:

- a lighthouse
- a copier
- a whisper in the ear
- a stadium and a jumbotron
- a permanent marker

2. **Ask:** *According to the video, what do these images have to do with the term "digital footprint"?*

Invite students to respond. Confirm that a **digital footprint** is *all the information online about a person either posted by that person or others, intentionally or unintentionally.* (**Slide 5**) Explain that, like the images show, a digital footprint can reveal a lot about someone (lighthouse, whisper in ear), it can be shared widely (copier and stadium/jumbotron), and it's permanent (permanent marker). These images remind us that a digital footprint is **persistent**, which means it *lasts a long time*.

3. **Ask:** *Using only one word, how does it make you feel knowing that everything you do online is stored and can be searched for, shared, or even broadcast?*

Do a whip-around, where each student shares their answer when you point to them. Answers will vary but may include *worried, confused, curious, or scared*.

4. **Explain** that what you do online is different from what you do in person because the audience who sees it is invisible.

Define **invisible audience** as *unknown or unanticipated people who can see information about you posted online.* (Slide 6)

Say: For example, imagine a friend from preschool you haven't talked to in years follows you on Instagram and is part of your audience. What if he shows your posts to his mom? Or takes a screenshot to send to his cousin? Or, what if you don't realize that your Instagram posts are getting saved and archived, and they pop up years later once you've forgotten about them? These are all examples of invisible audiences that you probably weren't thinking about when you made a post.

Ask: Who might be part of the invisible audience that would search for information about you or posted by you online?

Call on students to respond. Explain that it includes both people they know personally and people they don't. It might include:

- old friends
- colleges or schools they apply to
- possible employers
- scholarship committees
- leaders of groups or organizations you want to join

5. **Pair up** students. Ask: How might people who don't know you see your posts, or posts about you, differently from those who do? Take turns sharing your ideas with your partner. Responses may include:

- They might make incorrect judgments about you based on incomplete information.
- They might misinterpret something you post because they don't have the whole context.

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Analyze: **Search for a Host**

10 mins.

1. **Say:** Let's look at how a digital footprint might be used to draw conclusions about people and their reputations and abilities.

Arrange students into groups of four or five.

Distribute a copy of the **Truth Be Told Student Handout**. (Note: This is a lengthy handout, so you could also print just a couple of copies per group. Students will be analyzing pieces of "evidence" in the handout. You can also print only pages 6–7 for students, which is where they write their responses.)



2. **Ask** a student to read aloud the instructions of Part 1. In groups, have students look through the evidence for Iliana and Drake. Then have them discuss the question in the handout: *Does anything you see make you think twice about either candidate?*

Invite groups to share out their responses.

---

Take a Stand: **Truth Be Told**

20 mins.

1. **Explain** that in the next activity, the class will be using the steps of Take a Stand to consider whether the digital footprint of one of the candidates should affect if they are allowed to keep the job.

Take a Stand is a thinking routine for exploring perspectives on dilemmas about community and civic life. Learn more about teaching with digital dilemmas and thinking routines.

Read the directions for Part 2. Then, display the new piece of evidence (Slide 7).

2. **Give** students one to two minutes to read through the new evidence, or invite two students to take turns reading out loud as the different characters.

*Ask: After seeing this evidence, do you think that Iliana should be fired? Why or why not?*

3. **Show** the steps of Take a Stand (Slide 8) and facilitate the class discussion. Have students follow along and take notes on their handout.

Note: Use the Teacher Version of the handout for guidance and suggestions for an enriching discussion. (This will take the majority of time in this step!)

4. **Say:** *The aim of this activity was not to lead you to a "right" answer. Rather, the goal was to slow our reactions down, take time to listen to different perspectives, and be reflective about our stances on this dilemma about a digital footprint.*

Explain that listening to others' perspectives can also help us discover shared beliefs or values, even when we disagree on how to resolve specific issues (if possible, give an example that surfaced during the discussion -- e.g., two students who had different stances but were both thinking about people's rights).

Understanding how and why we don't see eye to eye can support greater mutual understanding and more productive dialogue about how to resolve issues in our society and world.

5. If time permits, invite students to share one insight from the discussion. Sample responses:

- It helped me understand other people's points of view even if I didn't agree with them.
- It allows us to get different perspectives on situations from our peers, and to better understand what to do and how to deal with the situations.

6. **Optional:** If time permits, have students discuss one or more of the questions in Part 3 of the handout.

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### Wrap Up: Your Digital Footprint

5 mins.

1. **Say:** *Your digital footprint is somewhat in your control and also somewhat out of your control. You can make decisions about what you post about yourself and what you send to others. However, your footprint, what you post, and what others see about you can have a big impact on your life. So it's important for you to think carefully as you share online and add to your digital footprint.*
  2. **Project Slide 9** and invite students to suggest ways they might be able to monitor and shape their digital footprint. List their suggestions on the board. If not generated in the discussion, provide the following ideas to the list:
    - Think before you post, because many things you do online will add to your digital footprint.
    - Remember to review your privacy settings.
    - Perform a search on yourself every so often to see what your digital footprint looks like.
  5. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.
- 

### Additional Resources:

1. **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 online

There 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.

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Lesson last updated: March 2023



DIGITAL FOOTPRINT & IDENTITY

We define who we are.

DIGITAL CITIZENSHIP | GRADE 7

# The Power of Digital Footprints



# Essential Question

How might our digital footprints shape our future?

# Learning Objectives

1

Define the term "digital footprint" and explain how it can affect our online privacy.



2

Analyze how different parts of our digital footprint can lead others to draw conclusions -- both positive and negative -- about who we are.



3

Use the Take a Stand thinking routine to examine a dilemma about digital footprints.



WATCH + DISCUSS



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

## Discuss:

- What images are used in the video?
- What do they represent?



# Digital footprint

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

# Persistent

Lasting a long time



# Invisible audience







Unknown or unanticipated people who can see information about you posted online.





# Take a Stand

Chat App		
<b>Document No. 6:</b> Private Chat <b>Description:</b> Private chat between Iliana and anonymous friend <b>Search notes:</b> Received by anonymous sender		
	Hey I saw your blog, I thought you hated cooking?!! 😜	
	Oh yah I don't LOVE it...I made it because the Truth Be Told application wanted people to have a blog or something to show you have an audience online.	
	Isn't that like cheating tho?....	
	No, why would it be? I'm just doing it for the job application. If I'm hired they don't need to know I can barely make toast! Who cares!	



# Take a Stand

On your own	<b>TAKE A STAND</b> What do you think? Explain your perspective.
As a group	<b>STAND BACK</b> Where do your classmates stand? Listen to their perspectives.
On your own	<b>LOOK AGAIN</b> Look again at your original response. What had you <u>not</u> considered that other people brought up? (Maybe you changed your mind, maybe you didn't -- that's OK! Either way, you heard other views. How has your thinking shifted after hearing your classmates' perspectives, even if you haven't changed your mind?)
As a group	<b>LOOK BEYOND</b> Look beyond this specific case. How does this dilemma remind you of other situations we've explored in class or that you've seen, heard about, or experienced?





# Ways to Shape Your Footprint

1. [Capture student responses here.]

We define  
who we are.

# 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

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

### 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

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

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."

## Understanding Boundaries

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

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. 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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## Worksheet: Setting and Respecting Boundaries

3. 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. Louis 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. Louis 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 Louis 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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## 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.

## Healthy or Unhealthy Relationships?

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

- 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?

*A Lesson Plan from Rights, Respect,  
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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.**

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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?

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 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

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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) — — — — —

**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

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\_\_\_\_\_

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

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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 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

# **HEALTHY RELATIONSHIP**



# **UNHEALTHY RELATIONSHIP**

# 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

*A Lesson Plan from Rights, Respect,  
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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."