Establishing Ground Rules/Norms

A Lesson Plan to introduce the Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

CA Health Standards

Growth, Development, and Sexual Health

Standard 4: Interpersonal Communication **– 4.1.G:** Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty**. 4.3.G:** Use healthy and respectful ways to express friendship, attraction and affection.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

HR.5.AI.1 – Identify parents and other trusted adults they can talk to about relationships.

ID.5.SM.1 – Demonstrate ways to treat others with dignity and respect.

TIME: 30+ Minutes

MATERIALS NEEDED:

- Anonymous Question and Answer Box
- Ground Rules/Norms PowerPoint
- Newsprint/Board and markers/chalk
- Markers/chalk
- Tape
- "Positive and Negative Influences on Relationships" – one per student
- Computer with PowerPoint access

ADVANCE PREPARATION FOR LESSON:

- Anonymous Question and Answer Box
- Chart paper for groups
- PowerPoint queued in Google Drive
- Predetermine groups of three or four

LEARNING OBJECTIVES:

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

1. Identify appropriate ways to interact with peers around sensitive topics. [Knowledge]
2. Identify at least two appropriate ways to discuss sensitive information in and out of the classroom. [Knowledge]
3. Describe at least one appropriate way to respond when a topic is uncomfortable. [Knowledge]
4. Describe what it means to be respectful of peers and differences. [Knowledge]

PROCEDURE:

STEP 1: Tell students that today you are going to work together to develop the characteristics of a safe and comfortable environment, also known as ground rules, to discuss some potentially challenging topics. Ask students, "What are some characteristics of safe communication spaces?" Allow the students to have time to think of these characteristics on their own.

STEP 2: Tell students that they are going to share their ideas with their group and brainstorm other ideas they believe would be helpful in creating a safe and comfortable environment or ground rules. Provide groups with chart paper to record their ideas.

STEP 3: Reconvene as a large group. Have each group hang their poster up and present to the class. As the groups present, if another group has previously mentioned something mark it with a star.

Step 4: Once all groups have presented, show the PowerPoint and discuss what each picture represents.

Step 5: Present your teacher ideas for establishing a safe and comfortable environment or ground rules. Together with the class decide on your specific ground rules and explain that these will be followed by all students.

Step 6: Introduce the Anonymous Question and Answer Box. Explain that this will be available for at least the duration of the comprehensive sexual education unit and students are welcome to submit any question they have to this box. Tell students they have the option of writing their name or not. All questions will be reviewed and responded to throughout the unit in an anonymous format. Place the box in a convenient, but discreet location.

Step 7: Post Ground Rules/Norms for all students to access. Frequently, revisit these rules prior to and during each lesson.

Ground Rules/Norms

- *Right to Pass* – Each person shares to the level of his/her own comfort. No one should ever feel pressured to contribute if they do not wish to.

- *Respect differences* – Allow one another to have different viewpoints. Group members may disagree, but they should not judge one another for their beliefs.

- *One person speaks at a time* – Allow one another to be heard.

- Positive comments only. Protect one another's right to hold different views.

- *Use "I" statements* – Avoid broad statements like, "Everyone says…" or "My friend, Susie said…" Speak for yourself – "I think…" or "I heard…" or "I know someone who…"

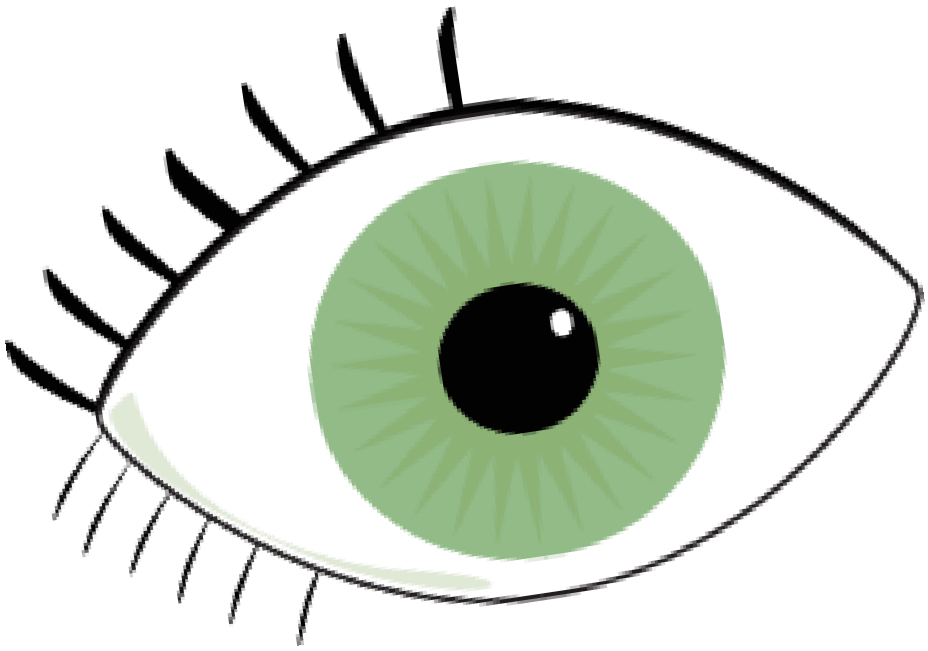
- All questions are good to ask.

- *Appropriate sharing outside of class* – Telling other people

about what you learn here is good, but we should not discuss anything personal that someone in the class may have shared. That's disrespectful, and unfair to that person. Instead, you can simply say, "I know someone who…" if you want to share a good point someone made.

- *It's okay to feel embarrassed or uncomfortable*; even adults can feel uncomfortable when they talk about sensitive topics like values or sexuality.

- Stay calm – deep breaths.

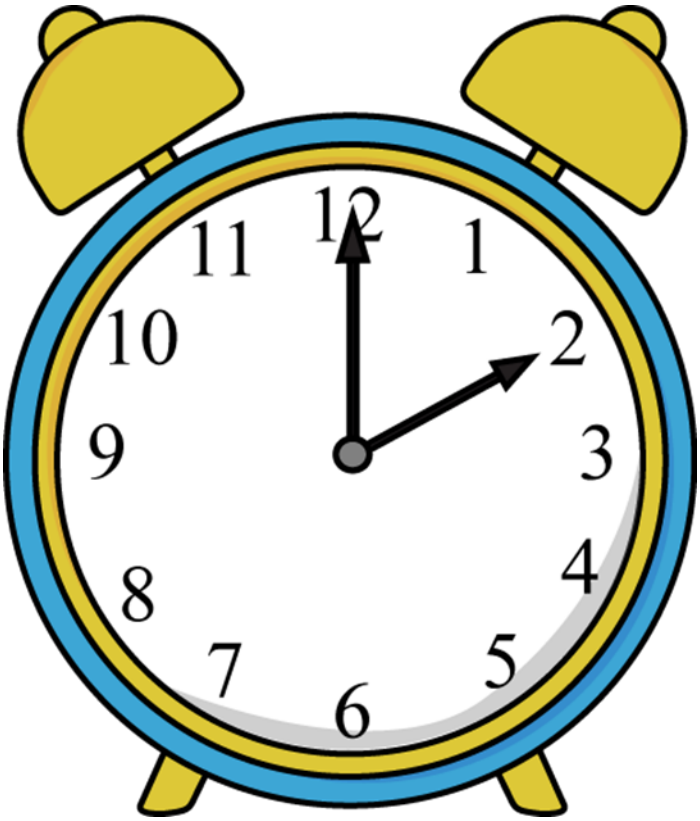











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Spiritual
Mental
Physical
Emotional
Self
Care

Ground Rules/Norms

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- *Respect differences*
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- *Use "I" statements*
- *All questions are good questions*
- *Appropriate sharing outside of class*
- *It's okay to feel embarrassed or uncomfortable*;
- Stay calm – deep breaths.