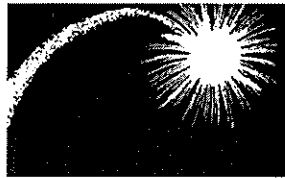


High School FLASH



Grades 9-12

3rd Edition

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FLASH is created and owned by the Family Planning Program of Public Health - Seattle & King County. The Public Health Family Planning Health Education team partners with communities, schools and other Public Health programs to implement science- and evidence-based interventions that reduce unintended pregnancy, teen pregnancy, STD rates and sexual violence. In addition to publishing FLASH, they provide training for local and national audiences on best practices in the reproductive health field and ensure access to family planning clinical services in King County.

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High School FLASH, 3rd edition

3rd Edition, entitled High School FLASH

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The following physicians provided medical review for the 3rd edition of High School FLASH. Medical reviewers for previous editions of FLASH can be found under Acknowledgements.

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High School FLASH, 3rd Edition, and Middle School FLASH, 2nd edition, are also available in an online format. To use the Lesson Selection Tool or to purchase a license to use the online curriculum:

www.etr.org/flash/

To order professionally-printed hard copies of FLASH:

www.etr.org/flash/order-now/

For questions about the curriculum and ordering:

FLASH@kingcounty.gov

For questions about training:

FLASHTrain@etr.org

To download free FLASH lessons at the elementary and special education levels:

www.kingcounty.gov/health/health

Updates

Keep your FLASH binder current by subscribing to be notified of changes.

Go to www.kingcounty.gov/health/flash and click on the link that says, "Receive email updates about lessons edits and other important FLASH news."

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What's New in the 3rd Edition?

High School FLASH has been redesigned to make it more teacher friendly and to better achieve the goals of the curriculum:

- Preventing teen pregnancy
- Preventing STDs including HIV
- Preventing sexual violence
- Improving family communication
- Increasing knowledge about sexual and reproductive health

Standards

The 3rd edition of High School FLASH has been aligned to the CDC's National Health Education Standards for Sexual Health (HECAT) and the National Sexuality Education Standards. Each lesson lists the standards that are covered in that lesson, and a whole curriculum alignment grid is provided for both sets of standards.

Lesson Selection Tool

Schools who opt not to teach High School FLASH in its entirety can utilize the Lesson Selection Tool to sort lessons by the standards that are covered, or by the behavioral goal they are trying to impact, such as lowering teen pregnancy rates or decreasing sexual violence. Visit www.etr.org/flash/curriculum/lesson-planning-tool/ to use the tool.

Assessments

Each lesson now contains assessments based on the standards it is aligned to. Additionally, each lesson concludes with an exit ticket activity, for on the spot assessment of material covered that day.

Layout

The lessons now begin with a brief summary, so teachers can see at a glance what the lesson covers. Additionally, a timed table of activities is provided on the first page, to assist teachers in staying on track and help them easily see where the bulk of the time on each activity is dedicated. Teacher scripting has been clearly demarcated from lesson instructions, to make the lessons easier to follow. In the online version, scripting can be hidden completely for teachers who are experienced users of the lesson.

School Environment

The new culminating lesson focuses on improving health across the school community through the use of a social norms campaign. Influencing the entire school environment improves the efficacy of the curriculum, improving its ability to lower rates of pregnancy, STDs and sexual violence.

Curriculum Contents

Introduction and Credits

Lesson Plans

1. Climate Setting
2. Reproductive System
3. Pregnancy
4. Sexual Orientation and Gender Identity
5. Undoing Gender Stereotypes
6. Healthy Relationships
7. Coercion and Consent
8. Online Safety: Sexual Violence Prevention
9. Abstinence
10. Birth Control Methods
11. Preventing HIV and other STDs
12. Condoms to Prevent Pregnancy, HIV and other STDs
13. Testing for HIV and other STDs
14. Communication and Decision Making
15. Improving School Health

Appendices

1. Letters to Families Introducing High School FLASH
2. Laws Relevant to a Sexual Health Unit
3. Recognizing and Reporting Sexual Abuse and Assault
4. Guidance for Utilizing Guest Speakers

Goals & Philosophy of FLASH

The FLASH curriculum is designed to prevent teen pregnancy, STDs and sexual violence, increase family communication, and improve young people's knowledge about sexual and reproductive health. FLASH is a comprehensive curriculum, emphasizing abstinence, condoms and birth control to prevent pregnancy and STDs. FLASH lessons prepare students to:

- Successfully navigate puberty
- Abstain from sex
- Use condoms and birth control when they do have sex
- Confirm consent before engaging in sexual activity
- Report sexual abuse
- Communicate with their family about sexual health
- Make decisions that minimize risk to their sexual health
- Seek medical care in order to take care of their reproductive health

Theoretical Basis for FLASH

The FLASH curriculum is based on the Theory of Planned Behavior. It is designed to support young people in making healthy choices: abstain from sex, use protection when they do have sex, seek health care when they need it, communicate effectively with their families, and respect other's decisions not to have sex.

The Theory of Planned Behavior posits that the combination of attitudes toward behavior, subjective norms, and self-efficacy shape an individual's behaviors. As such, FLASH includes a variety of strategies designed to create positive attitudes, beliefs and norms and to build skills and self-efficacy in order to reduce rates of pregnancy, STDs and sexual violence.

- There are activities that focus on building positive attitudes about abstinence, condoms, birth control and puberty
- There are activities that focus on building positive peer norms about abstinence, condoms, birth control and respecting other's decisions not to have sex
- There are activities that focus on building self-efficacy, by teaching skills and offering ample and appropriately scaffolded practice, so that students can have the experience of successfully using the new skill

The sexual violence prevention lessons are further based on the Social-Ecological Model and the Confluence Model. The Social Ecological Model addresses factors at the (1) individual, (2) relationship, (3) community, and (4) society levels that put people at risk of experiencing violence as a victim or perpetrator. FLASH focuses primarily on the levels 2, 3 and 4. The use of scenarios, introspective work and social norm re-setting addresses these levels. Visit the [CDC's Violence Prevention](http://www.cdc.gov/violenceprevention) website for more information.

The Confluence Model of Sexual Aggression has long been used to explain sexual violence, but has only recently begun to be applied in the realm of prevention. This model posits that adverse developmental experiences during childhood have a detrimental impact on the ways in which individuals view themselves and others, and their ability to form meaningful and healthy

relationships. In particular, these experiences can lead to a rigid, violent and objectifying view of women, which is a significant risk factor for perpetrating sexual violence (CDC). FLASH addresses this risk factor by focusing heavily on increasing respect for all genders and breaking down harmful gender stereotypes.

Recommended Policy, Procedure & Practice

TEACH ACCURATE INFORMATION

Sexual health education instruction should be medically and scientifically accurate. Sources of reliable information include government agencies (e.g., the U.S. Centers for Disease Control and Prevention, your state or local health department), major universities, and the peer-reviewed journals and websites of major national professional associations. Materials should be reviewed for accuracy on a regular basis as science continually evolves.

TEACH AGE APPROPRIATE CONTENT

Sexual health education instruction should be age appropriate and should anticipate students' growth and development. Content and skills should be taught before students will need them in their own lives, when possible. There is no risk that introducing material before students are sexually active will hasten their sexual debut. The American Academy of Pediatrics reports that "There is no evidence that increased sexual knowledge ... affects the likelihood of adolescents having sexual intercourse at a younger age."¹

TEACH IN WAYS THAT INCLUDE EVERY CHILD

In sexual health education it's crucial to validate and affirm every student with conscious regard for the probable diversity in the room including aspects of diversity that may not be readily apparent. Students will be much more able to personalize health information and acquire new skills if they feel seen and respected for their genders and gender identities, races and ethnicities, abilities and disabilities, sexual orientations, and varying body types.

TEACH IN THE USUAL CO-ED SETTING

Teaching sexual health education in co-ed classrooms has many advantages. It ensures that all students are receiving the same information, in the same way, thus decreasing any sense of secrecy associated with these topics. The experience of respectful discussion in a co-ed classroom cuts down on disrespectful communication between genders when students have less supervision, such as in hallways, recess, cafeteria, and outside of school etc. It prepares all students to communicate about sexual health related topics with a future partner, regardless of their gender. It supports sexual violence prevention by not creating false distinctions between men and women. And finally, it does not place an undue burden on gender variant and transgender children to choose a classroom to affiliate themselves with.

PREVIEW VISUAL AIDS

It's important to preview any YouTube or other films before showing them in class, including those recommended within this curriculum. Previewing is important regardless of a film's subject matter, both to ensure teachers are familiar with the content and to address any technological difficulties.

TEACH COMPREHENSIVELY

The most effective sexual health education programs take a comprehensive approach, teaching about abstinence, birth control and condoms. The FLASH curriculum reinforces the national norm that the majority of teens do, in fact, abstain from intercourse. It teaches the refusal skills needed to effectively use abstinence. The FLASH curriculum also teaches the benefits of birth control, including condoms. It teaches skills needed to use birth control effectively, including condom use skills and skills in accessing health care. It promotes positive attitudes and positive peer norms about birth control, condoms and abstinence.

DISPLAY BIRTH CONTROL METHODS

Best practice in middle and high school is to show and handle the actual birth control methods, including condoms, in order to model your comfort with them. In middle school, people need to learn the steps for correct condom use. In high school, students should practice doing those steps in class. Students in both middle and high school should be allowed to handle other birth control methods.

MANAGE SEXUAL HARASSMENT, INTIMIDATION, AND BULLYING

Best practice is to establish in the beginning of a semester that the learning community will be harassment-free. Students can better learn this sensitive material in a safe and supportive environment. Every class has students who have experienced sexual abuse or rape, as well as students who have suffered other traumas related to their sexuality. The sexual health education classroom must not be a site of further trauma. It is important to treat bullying that is based on gender, sexual orientation, or gender identity with similar gravity and consequences as you would any other bullying.

PARTNER WITH FAMILIES

Families are children's first and most important sexuality educators. Research has shown that when parents value delaying sex and using contraception and when they communicate with their child about sexuality openly and comfortably, the child is less likely to take sexual risks. Hence, one of the goals of the FLASH curriculum is to foster increased communication between students and their families about dating, relationships and sexual health. Families should also receive adequate notice in advance of the sexual health unit so that they can preview materials, ask any questions they have, and choose whether or not their child will participate. Parents who have concerns should be invited to silently observe a class in which their child is not participating.

EXCUSE STUDENTS

In many states, families have the right to excuse their child from planned sexual health lessons. FLASH considers that best practice. Families who choose to have their student excused can be offered FLASH lessons and Family Homework activities to use at home if they wish. Best practice is for teachers to handle the student's leaving class in a discreet and respectful way and to give them meaningful alternative work to do elsewhere.

ANSWER ALL QUESTIONS

It's the philosophy of the FLASH curriculum that every student's question deserves an accurate, age-appropriate answer. Sometimes students ask questions in crude or shocking ways out of anxiety, peer pressure or to testing limits. Treating all questions seriously changes the climate quickly to a more mature one. Guidelines for handling questions follow in this Introduction.

PROTECT STUDENTS' PRIVACY AND SEEK HELP WHEN APPROPRIATE

It is important to keep student disclosures and personal information confidential within legal boundaries. Never reveal one student's private information to another student. Talk with another staff person only in private and only when necessary. If students disclose information that requires a report to Child Protective Services, afford the student as much control as possible. Invite the student to do the telling themselves, if they prefer, with the teacher present for support and to ensure that it happens. Disclose only what is necessary.

Getting Prepared

TRAINING

The FLASH curriculum is written to be as user-friendly as possible. Nevertheless, teachers find training extremely useful. Professional FLASH training enables participants to practice and refine skills under the guidance of professional sexual health educators, increasing their skill and confidence delivering the curriculum.

To set up a FLASH curriculum training for your district or university or to find out please send your inquiry to FLASHTrain@etr.org.

Professional conferences and institutes provide additional training in comprehensive sexual health education:

- Institutes for Community/Sexual Health Educators (ICHEs), sponsored by the Center for Health Training in WA, TX and CA; Health Care Education and Training in the Midwest; and Answer (the program that offers the sexetc.org website) in the Northeast. <http://www.cardeaservices.org/projects/iche.html>
- Adolescent Sexuality Conference in Seaside, OR, sponsored by a consortium of agencies and coordinated by Oregon Department of Human Services. <http://oregon-asc.org/>
- Annual Sex Ed Conference in Somerset, NJ, sponsored by the Center for Family Life Education. <http://sexedconference.com/about-cfle/>

The following organizations offer excellent professional development for teachers regarding sexual health education, including face-to-face and online:

- ETR, www.etr.org
- Answer, answer.rutgers.edu/page/training
- Planned Parenthood, www.plannedparenthood.org

SEXUAL HEALTH EDUCATION LAWS

It is important to follow all policy governing sexual health education, including state laws, State Department of Education guidelines, and local School Board policy. Be aware that current practices are sometimes based on "the way things are done" rather than policy or law, and may require further discussion among staff and administration. For more information about relevant laws, see Appendix 2.

Partnering with Your Administrator

It is best practice to involve building administrators prior to teaching the FLASH unit. The principal must be informed about the unit in order to respond to parents' questions and

concerns. Discuss the course content, materials, activities, parent communication, outside speakers (if used), and question answering protocols with your building principal.

Partnering with Families

Helping Families Decide if Their Child Should Participate

Every family wants the best for their child. It is important to understand their questions and concerns to help address them.

- Are they worried that their child will be embarrassed or that there will be a lot of teasing and harassment as a result of these lessons?
- Is their primary concern that their family's conservative or progressive values might be disrespected? Are they from a culture or a religious tradition with values very different from those they see in mainstream media?
- Do they fear that participating might encourage their child to have sex sooner than she or he otherwise would have?
- Are they afraid that their child's sexual assault experience or her having had an abortion will make the class difficult for him or her? Is their child gay and they worry he'll feel invisible in this unit? Is she adopted and they want her not to feel disrespected for that? Does their child have a medical condition or surgery that they worry classmates will learn about?

Families need to feel heard and understood. Reflect back what you hear and ask clarifying questions. But, most important: the clearer you can be about what they're worrying about, the easier it will be to offer a helpful response.

If part of their concern is the content or tone of the lessons, offer them a chance to look at the lesson plans. Make copies of the lessons for them or make the curriculum available in the office for them to read.

If part of their concern is how you will handle values, explain the use of the FLASH Values Question Protocol. The wide range of beliefs about non-universal values will be respected and acknowledged. Students will always be encouraged to find out what their families believe about these issues. The teacher will never share their own values about these topics with the class. Universal values will be reinforced (e.g. forcing someone to have sex is wrong, etc.)

If part of their concern is their child's emotional safety, you might describe how you go about establishing ground rules. Explain that you revisit them as often as necessary and that your top priority – just like theirs – is that your students feel recognized and unafraid.

If part of their concern is whether their child is ready, it may help them to realize that many students already have acquired a lot of misinformation and disrespectful modeling from peers and from the media. Explain that your class will work to replace misinformation with accurate content and disrespectful attitudes with respect. Make sure they know that researchers have found that programs similar to FLASH can actually help teens abstain longer and use better

protection later on. But also be clear that you'll respect their decision if they choose to waive their child's participation.

If one topic in particular is of concern to them, you can invite them to waive their child from that lesson instead of the whole unit.

Bottom line: The students and their families are the best judges of what is best for them.

Supporting Family Communication

FLASH will be far more effective in reducing teen pregnancy, STDs, and sexual assault among your students if their families communicate about these issues at home while you teach about them in school.

FAMILY HOMEWORK

FLASH provides ten-minute homework assignments that encourage communication, particularly regarding the adult's and the child's personal feelings and beliefs, and those of their cultures and religions. When you use these Family Homework assignments, please follow these guidelines:

- a. Explain that the student can do the assignment with an adult family member, or someone who is like family (e.g. guardian, foster parent, etc.)
- b. Always offer an alternative Individual Homework assignment for students who may not be able to talk with an adult in the family or whose family prefers not to do Family Homework. The same credit should be available for either kind of assignment, so that nobody gets punished for not completing Family Homework.
- c. Never ask students to report on the content of these conversations - only that they did talk. To ask about a student's or family's beliefs or feelings would violate their privacy. The child gets credit just for having talked with a trusted adult.

REFER HOME

When issues arise in the classroom where there's diversity of opinion, always use the FLASH Values Question Protocol (explained in detail in this introduction). Even on occasions when you don't have time to use the whole protocol, even if the bell is about to ring, remember to refer students to their families.

Teaching the Unit

FLASH is designed to be teacher friendly. It does not require many outside materials or much advance preparation. Ample teacher scripting is provided to support delivery of new lessons and activities. The first page of each lesson plan includes an agenda. The agenda is later expanded upon in detail, as "activities." Most lessons offer italicized scripts, not to lock you into our language, but as a tool to translate into your own words as needed.

The following best practice guidelines in the teaching of sexual health education will provide additional support for teachers:

- Use medical terminology, except when reading a student question that contains slang. Follow the guidance provided later in the introduction for answering student questions that contain slang. Model comfort and ease with medical words for body parts.
- Promote positive attitudes and beliefs about abstinence, condoms, and all birth control methods. Don't let your personal beliefs and values influence your positive portrayal of these important topics.
- Teach inclusively. Make sure your language and examples represent the diversity of young people in your school, including gay, lesbian, bisexual and transgender young people, teens who are and who are not yet sexually active, students with disabilities, etc.
- Teach with a kind and matter-of-fact tone. It's important not to joke about or trivialize sexual health education. However, it is also not helpful to be stern or overly serious. A matter of fact tone, coupled with kind and supportive words, will put students at ease and help them learn.
- Teach as if an administrator or parent were in the room. In other words, there are no secrets – never say or do anything you wouldn't be proud to find on the internet.

Making Referrals

There are times you will need to refer students for services that aren't within your scope of practice: counseling, health care, or substance abuse treatment. It's important to know ahead of time if minors can consent for their own care in your state, or what the age restrictions are. School nurses are often great resources for learning about youth-friendly, non-biased services that exist in your community.

PREGNANCY

You may need to refer a student for a pregnancy test or for services related to an existent pregnancy. The most appropriate referral is usually to a family planning clinic. They can perform a pregnancy test and can make additional referrals if a student is pregnant. Remember that when referring a student to any community-based provider, not just those that are pregnancy related, only offer resources that give complete, unambiguous answers over the phone regarding their missions, services, funding and what they will or will not refer for. Most legitimate family planning clinics in the U.S. receive Title X ("Title Ten") federal funding. These clinics provide the full range of FDA-approved contraceptives. They also provide unbiased pregnancy options counseling and referral for all legal options.

To find a Family Planning clinic in your area, call the National Women's Health Information Center (1-800-994-9662 or go to <http://www.hhs.gov/opa/title-x-family-planning/initiatives-and-resources/title-x-grantees-list/>), a service of the U.S. Department of Health and Human Services.

SEXUAL ORIENTATION & GENDER IDENTITY

There is no reason to believe that a student needs a mental health referral simply because they are lesbian, gay, bisexual or transgender (LGBT). Being LGBT is not a pathology and does not require treatment. However, if a student is struggling with sexual orientation or gender identity,

or if an LGBT student needs mental health counseling about a different issue, it is important that they receive a referral to a professional who is qualified to work with them.

The American Psychological Association “advises that parents, guardians, young people and their families avoid sexual orientation treatments that portray homosexuality as a mental illness or developmental disorder and instead seek psychotherapy, social support and educational services that provide accurate information on sexual orientation and sexuality, increase family and school support and reduce rejection of sexual minority youth.”² For solid advice from the American Academy of Pediatrics, the American School Counselor Association, the National Association of School Psychologists, and ten other professional associations, see *Just the Facts about Sexual Orientation and Youth: A Primer for Principals, Educators and School Personnel*. Go to: www.apa.org/pi/lgbt/resources/just-the-facts.pdf. To find a reputable provider in your area, check with a local LGBT agency, PFLAG chapter, or university mental health clinic.

Answering Students’ Questions

The surest way to meet students where they are developmentally is to make time for them to ask questions and to honor them with answers.

In this section, we will discuss the place of values in the classroom and offer:

- A model for addressing value-laden questions, the FLASH Value Question Protocol
- Strategies for addressing other questions students ask, including:
 - questions containing slang
 - personal questions
 - questions about sexual technique

The Place of Values in the Classroom

It’s neither possible nor desirable to provide value-free education. Every moment you spend in the classroom you are communicating some of what you believe about sexuality. When you talk about your students’ families, when you talk about your family, when you intervene in sexual bullying, you communicate values.

FLASH is not value free. But those who work in public schools need to distinguish between two different types of values. They need to be handled differently.

There are some that are relatively universal. These are values shared by 95% of families we serve. They are values we aren’t only *permitted* to express; they are ones we are obligated to reinforce.

There are others that are not universal. These need to be answered with care to avoid hurting or offending a child and their family.

Relatively universal values include such things as:

- Forcing someone to have sex with you is wrong.
- Knowingly spreading disease is wrong.
- Taking care of your reproductive health is important.
- Sex between children and adults is wrong.
- Elementary school-aged children should not have sex.

Values that are not universal – those without consensus in the United States – are ones where a teacher should NEVER teach or express a particular belief. But that doesn't mean we should avoid them altogether. The teacher's role is to provide information on these matters and to facilitate respectful discussion about them.

Examples of non-universal issues where there is a wide range of values in the community include:

- Abortion
- Birth control
- Masturbation
- Sex outside of marriage
- Cohabitation
- At what age & under what circumstances it's ok to start having sex

Parents and guardians, unlike teachers, should feel free to ask their children about their feelings and beliefs and to share their own with their children. In fact, this sort of dialogue within families is very important. Children absolutely need a chance at home to explore feelings and beliefs with adults they love, just as they need a chance to learn factual information and to have universal, community values reinforced at school. Employees of public schools and other public agencies, unlike family members, have an ethical obligation not to share our personal beliefs in these non-universal arenas; and not to side with one family or one religious perspective.

Just because it is inappropriate in a public school setting to teach *particular* values on controversial issues, it does not mean one can't teach *about* the issues. It just means that it must be done with respect for the diversity of opinion within the community. For example, a teacher may discuss abortion—what it is, where abortions are performed, the fact that it is legal in the United States—but it is not appropriate for that teacher to share their beliefs about the rightness or wrongness of abortion.

When answering a question about an issue where there is diversity of opinion, utilize the Values Question Protocol that follows.

FLASH Values Question Protocol

- 1. Listen to the question or read it aloud verbatim.**
- 2. Validate the question.**
- 3. Identify it as a belief question.**
- 4. Answer the factual part, if there is one.**
- 5. Help the class describe the community's range of beliefs.**
- 6. Refer to family, clergy and other trusted adults.**

Example:

Q: *"What do you believe about masturbation?"*

A: *"That's an interesting question; a lot of kids wonder about masturbation. This is not a fact question like most of the ones you've been asking me. It's one where every culture and every family believes something different. I can tell you what masturbation is. It's when a person touches their genitals for pleasure. What kinds of beliefs have you heard about masturbation? Some people believe ... [pause] Uh, huh, and some people believe ... [pause, listen, nod] Some people believe ... [pause]. So the point is there are lots of different perspectives about masturbation. Only your family can tell you what they believe about it. It would be a good idea for you to talk with someone in your family, and ask them what their beliefs are."*

You will eventually tailor your use of the protocol, only using every step the first time that, for example, masturbation comes up. For now, you should practice the protocol step by step until it becomes a natural part of your teaching.

READ THE QUESTION

Read it verbatim, if you can. Use your judgment, of course, but even reading aloud relatively crude language—as long as you do it with a serious tone and facial expression —conveys your respect for the child who asked the question. It is likely to promote respect in return. Sometimes students need, for social status' sake or out of embarrassment, to ask in ways that seem intended to challenge us even though the underlying question is completely legitimate and they have a serious need for an answer. Even when they don't, someone else in the class may. And if not, your taking the question seriously will still set a vitally important tone. More about questions containing slang on page 14.

VALIDATE THE QUESTION

"I am glad someone asked this one." Or "That's an interesting question." Or "People ask this every year." Or "This one is really compassionate/imaginative/respectful."

This will encourage your students to keep asking while also discouraging snide remarks about whoever asked that particular question.

IDENTIFY IT AS A BELIEF QUESTION

"Most of the questions you've been asking have been 'fact questions' where I could look up an answer that all the experts agree upon. This one is more of a 'value question' where every person, every family, every religion or culture has a different belief."

Teaching your students to distinguish facts from opinions (and from feelings) is at least as important as any content you will convey.

ANSWER THE FACTUAL PART, IF THERE IS ONE

"Before we get to differing beliefs about masturbation, let me just make sure you know it doesn't cause people to go blind or mentally ill or to grow hair on their palms or anything like that." Even if the question is about the rightness or wrongness of masturbation, you need to make sure that your class understands what it is and that - values notwithstanding - no physical harm results from masturbating.

Some questions that are apparently fact questions may need a discussion of the underlying values, but always start by answering them:

"Can girls masturbate?" "This is a common question. Masturbation is when someone touches their own genitals for pleasure. Both boys and girls are able to masturbate. People do have different ideas, though, about whether or not masturbation is OK..."

HELP THE CLASS DESCRIBE THE COMMUNITY'S RANGE OF BELIEFS

"Tell me some of the things you've heard that people believe about that."

"Some people believe ____?"

"Um, hmm, and some people believe ____?"

On sensitive issues such as sex and religion, it can be really unfair and potentially illegal to ask individual students their own beliefs. But it is very appropriate to ask them to think about what they have heard.

In a class that is used to thinking about the range of community values, you will be able to draw a full assortment of answers from the students. In other groups, especially younger ones, you may draw only a dichotomy (*"Some people believe masturbation is wrong."* and *"Some people believe it is right."*) In any case, your role is two-fold:

1. to make sure that every belief gets expressed - or paraphrased - respectfully, hopefully just the way the person who believed it might express it, and
2. to make sure that a complete a range of beliefs gets expressed, even if you have to supplement the few values the group can think of:

"That's right, some people believe that masturbation is wrong under any circumstances and that people should never do it. And some believe masturbation is a good and healthy thing, as long as it's done in private. Some people believe it's OK for little kids to masturbate but that after a certain age, children should be taught not to. Others believe there's no age limit. Some people think masturbating is fine for people who are single but that once you are in a relationship it's better to stop. But then some couples give each other privacy so their partner can masturbate."

REFER TO FAMILY, CLERGY AND OTHER TRUSTED ADULTS

"Because people have such different beliefs about masturbation, I really want to encourage you to talk with someone in your family, or an adult who is like family to you about this topic. Only they can tell you what they believe."

Notice that this encouragement didn't assume that every child has a parent they can talk with. Some may be newly in a foster home and don't yet have that kind of relationship with their new "parents."

Other Types of Questions

Most questions your class asks will not be value laden. New teachers are often relieved to discover that *most* questions asked in a sexual health unit, like most in other units, are straightforward fact questions: ones for which you have an answer.

Some types of questions can be more challenging. Rather than a formal protocol, like the one we offered for value-laden questions, the following pages contain tips and strategies. Your professional judgment will determine which you use in response to a particular question.

QUESTIONS USING SLANG

Student questions often contain slang. Most often, students use slang because it is the terminology they are most familiar with, or because they have a question about the meaning of the term.

Slang terms range from widely used, common terms to words that some may find inappropriate or off-putting. When students use slang it is an opportunity to teach the class the medical or

standard term. It is also an opportunity to maintain a respectful environment and diffuse the need to test or shock the teacher.

Strategies:

- Validate questions with slang, just as you would all other types of student questions.
- When reading a written question aloud, read the question verbatim. Identify the slang as such, in a non-judgmental way, and translate it into medical/standard language. Let the class know we'll all be using the medical/standard term in class.
- Assume good intent on the part of your students. Students typically use the language they have been exposed to, including by family members. Don't denigrate students for using slang; simply instruct the class to use the medical/standard term in health class.
- Handle slang as a learning opportunity, in your regular calm and respectful manner. This greatly reduces students need to test or shock you.
- Your answer might include the values question protocol.
- Let your administrator know, in advance, how you handle slang in your classroom.
- Slurs fall into a different category than slang. If students use a slur in sexual health class (e.g. for women, people who are gay, etc.), use the following steps: (1) validate question by saying you're glad this important topic came up; (2) identify the term as an offensive word; (3) let the class know we won't be using this word in school, ever, because it is hurtful. It is helpful to proceed as though the speaker didn't mean harm because it will help them save face and more readily adopt more respectful language.

PERSONAL QUESTIONS

Students sometimes ask questions that contain a personal element. The question could be about you, such as, "How old were you the first time you had sex?" It could be about the student himself or herself, such as, "I have a rash that I am worried about, what should I do?" Or, it could be a personal question about someone else, such as, "Is Mr. Smith gay?"

Students ask these questions for a variety of reasons... They are curious about the trusted adults in their life. They are newly learning about boundaries. They are seeking to normalize their own experiences. They are applying the things they are learning in sexual health class to themselves and the people in their lives. And, they find you a credible and accurate source of information about things that are important to them.

There are many useful strategies for answering these questions in a helpful way, while also teaching about privacy and appropriate boundaries.

Strategies:

- Validate personal questions, just like other student questions. Be cautious about inadvertently embarrassing or shaming students for asking personal questions.
- Use personal questions as an opportunity to model and teach about healthy boundaries.

- Do not share information about your sexual experiences or history. Sometimes teachers want to share this information to set a positive example or to share a cautionary story. Even though the intent is good, it is still inappropriate to share with students. It is also less helpful to students than one might hope.
- When you decline to answer a question about yourself, follow these steps: (1) affirm that students are often curious about the adults in their life; (2) reframe the question, so that it is general, not personal; and (3) answer with factual information and/or the values question protocol.
- When students ask a written questions about themselves or someone else, paraphrase the question to the third person. Answer the question about people in general, not this specific person.
- When students ask questions out loud about themselves or someone else, remind the class about respecting people's privacy, and answer the question about people in general, not this specific person.

SEXUAL TECHNIQUE QUESTIONS

Technique questions are about how to perform a sexual act. They are often worded as "How do you...", "How does a person..." or "What's the best way to..."

Clearly, giving guidance about sexual performance is inappropriate. Yet there are helpful, age appropriate ways to respond to these questions. Most questions that appear to be about technique (to adults) are just a student's way of getting more information about a topic. The intent of the question is usually "What is..."

Even during those times when a sexual technique question is being asked, there is usually a general factual question embedded in it that can be answered instead.

Strategies:

- Validate questions worded in this way, just as you would all other types of question.
- Reframe technique questions as factual questions. Answer the factual aspect of the question.
- If you think the question is really asking for information on how to perform sexual acts, let the class know that teachers, school nurses, etc. don't give sex advice. Instead, use the student's question as an opportunity to give accurate information about the topic in general.
- Your answer might include the values question protocol.

Gaining Skills and Confidence in Answering Student Questions

Many educators view answering student questions as the cornerstone of sexual health education. Not only is it fundamental to student learning; it can build trust in your classroom, provide modeling of respectful communication, and address the confusing and sometimes dangerous misinformation that bombards young people in our culture. Skill and confidence

come with practice, but training and technical assistance is available. With training and technical assistance, most educators find that their anxiety lessens, their skills improve rapidly, and answering student questions becomes a more enriching experience for them and their students.

Contact FLASHTrain@etr.org for more information about scheduling a training.

Final Considerations

Sexual health education is an important part of young people's school experience. In addition to giving them factual information they need about their bodies and feelings, it teaches important skills that students will use to keep themselves healthy well into their adulthood. Young women and men who become pregnant in high school are at high risk of dropping out of school. STDs acquired while an adolescent may stay with that person for the rest of their lives. Risk of sexual assault is at its highest during high school and college years. The information taught in FLASH has a real impact on the health, happiness and futures of young people.

If you have any further questions that were not covered in this introduction, please contact the developers of this curriculum. You can also find additional information on the FLASH website, in the appendixes of the FLASH curriculum, and in the Rationale sections of the High School lessons.

References

- ¹ Committee on Public Education, American Academy of Pediatrics. (2001) Sexuality, Education and the Media. *Pediatrics*, 107, 1, 192.
- ² American Psychological Association. (2009, August 5). *Insufficient Evidence that Sexual Orientation Change Efforts Work, Says APA*. Retrieved from www.apa.org/news/press/releases/2009/08/therapeutic.aspx.

Climate Setting

Grades 9-12, Lesson 1

Summary

The climate-setting lesson begins by reviewing the FLASH Bill of Rights and collaboratively developing ground rules to ensure a climate of safety and respect. Students participate in a 4 Corners exercise to engage in FLASH prevention messages. The teacher leads the class in developing anonymous questions, which will be answered throughout the rest of unit. The lesson concludes with homework expectations, focusing on the role of family homework as an avenue to promote family communication about these topics.

Student Learning Objectives

The student will be able to ...

1. List classroom ground rules that promote safety and respect.
2. Analyze factors that influence the decision to abstain from sex.
3. Analyze factors that influence the use of condoms and birth control.
4. Support others to make positive and healthy decisions about abstinence, birth control, condoms and relationships.

Lesson Timing

Warm up	Bell work + 3 minutes
Introduce FLASH	2 minutes
Set classroom expectations	8 minutes
4 Corner exercise	19 minutes
Anonymous questions	10 minutes
Homework expectations	5 minutes
Exit ticket	3 minutes
Total	50 minutes

FLASH Key Concepts

Birth control and condoms are excellent at preventing pregnancy.

Many teens successfully use birth control and condoms.

Teens of every sexual orientation and gender identity need to learn about birth control and STD prevention, for themselves or to help a friend.

Condoms are easy to get and easy to use.

Abstaining from oral, anal and vaginal sex means a person does not have to worry about pregnancy or STDs.

People of every sexual orientation and gender identity choose abstinence.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention.
SH1.12.5	Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.
SH8.12.2	Persuade and support others to avoid or reduce risky sexual behavior.
SH8.12.3	Persuade and support others to make positive and healthy choices about relationships.
SH8.12.4	Collaborate with others to advocate for improving personal, family, and community sexual health.

National Sexuality Education Standards

ID.12.SM.1	Explain how to promote safety, respect, awareness and acceptance.
PR.12.INF.1	Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.
SH.12.INF.1	Analyze factors that may influence condom use and other safer sex decisions.

Rationale

The purpose of the climate-setting lesson is to develop a safe, respectful and engaging learning environment for the FLASH unit. Developing a positive classroom climate is a common strategy in all fields of education. Sexual health educators find that establishing a positive classroom climate for the sexual health unit is an investment in high-quality learning experiences and respectful behavior between students for the remainder of the unit.

Positive classroom climate is one important aspect of positive school climate, which is associated with a host of positive outcomes, including effective risk prevention, health promotion, student learning and academic achievement.¹ This lesson strives to meet several indicators of the National School Climate Standards, including collaboratively developing codes of conduct; promoting the social, emotional and ethical development of students; and creating an environment where all students are welcomed, supported and feel socially and emotionally safe.²

The curriculum as a whole rests heavily on risk and protective factor research related to the prevention of teen pregnancy, STDs and sexual violence.^{3 4 5 6} These important evidence-based factors are introduced in the climate-setting lesson, and will be addressed in greater depth throughout the curriculum. For example, the 4 Corners exercise begins building positive attitudes about abstinence, condoms and other forms of contraception. Family Homework, which is introduced in Lesson 1 and reinforced in all subsequent lessons, is intended to increase parent communication with teens about condom use, increase comfort and skill talking with teens about sex, and increase clarity of values about adolescent sexual behavior. These family communication determinants play an important role in the prevention of teen pregnancy, STDs and HIV.⁷

Materials Needed

Student Materials

- Small pieces of identical paper (2 per student)
- *FLASH Bill of Rights*
- *Anonymous Questions*
- *FLASH Family Homework Letter*, available in multiple languages on the FLASH website
- *Lesson 1 Exit Ticket*

Classroom Materials

- *Lesson 1 Warm Up*
- A shoebox or big envelope for collecting questions (1 per class)
- 8 large pieces of paper

Teacher Preparation

1. Write each of the following 8 messages on a large piece of paper:

Round 1 Messages:

- Birth control and condoms are excellent at preventing pregnancy
- Many teens successfully use birth control and condoms
- Teens of every sexual orientation and gender identity need to learn about birth control and STD prevention, for themselves or to help a friend
- Condoms are easy to get and easy to use

Round 2 Messages:

- Abstaining from oral, anal and vaginal sex means a person does not have to worry about pregnancy or STDs.
- People of every sexual orientation and gender identity choose abstinence.
- It's never okay to pressure someone to have sex
- It's important to respect someone's choice not to have sex, even if they have had sex before

2. In each of the 4 corners of the room, post a message from Round 1 and a message from Round 2. Keep the papers covered or folded.

Activities

1. Warm up

Display warm up as bell work. The purpose is to engage students in the unit. This warm up has no incorrect answers.

Prompt: In this sexual health unit, we will learn about ways to prevent pregnancy, STDs, including HIV, and sexual violence. We will also increase our knowledge of sexual health and have opportunities to talk more about these topics with family members.

Check the 1 topic you already know the most about (for example, from health class, books, your family, etc.):

2. Introduce the FLASH unit

Explain that the class is beginning a 3-week unit on sexual health.

Today we are beginning the sexual health unit. In the warm up, you saw many of the topics we'll be covering over the next 3 weeks. In this unit we'll be talking about a lot of serious issues. We'll also have fun and learn a lot. This unit is going to help all of us stay safe and healthier, and become more knowledgeable about sexual health. Today, we are going to have an overview of the unit.

3. Set classroom expectations for the FLASH unit

Hand out and read the *FLASH Bill of Rights*. Explain that students will generate ground rules to help ensure that everyone has these rights during class. Describe the situations when a teacher, as a mandated reporter, cannot maintain confidentiality. Keep the *FLASH Bill of Rights* and student-generated ground rules posted for the entire unit.

We already have expectations about how to behave in this classroom, but I think it's important to revisit these as we begin our sexual health unit. The FLASH curriculum has a Bill of Rights. It describes important rights that all students should have when learning about sexual health.

- 1. The right to be treated with respect*
- 2. The right to protect the privacy of oneself, one's family and friends*
- 3. The right to ask questions about sexual health without being judged*
- 4. The right to receive accurate answers*
- 5. The right to one's beliefs, including the beliefs of one's family, culture and faith*

Together, we are going to decide on ground rules for this unit. Let's think of concrete rules that would help ensure that we truly have these rights in our class. For example, what ground rules would ensure that people are treated with respect?

Write students' suggestions on a piece of large paper. If students miss any ground rules you think are important, suggest them yourself. Examples:

- No put-downs.
- It's OK to agree or disagree.

- Listen and be respectful of other people's opinions.
- No mean comments about people's bodies or sexuality
- It's OK to laugh and have fun. Don't laugh at others.
- Any question is OK.
- All questions will be answered.
There will be times when I don't know the answer to a question. When this happens, I will look up the answer or ask for a volunteer to research it.
- Protect confidentiality. Don't share private information publicly. Don't share anyone else's name.
I take privacy very seriously. I won't ask you questions about your own sexual health, and I won't answer questions about mine either.

When discussing confidentiality, describe the situations that teachers and other school staff are legally bound to report.

There are some situations when, as a teacher, I can't keep information private. If I learn that students are thinking about hurting themselves or someone else, or that someone is being abused or neglected, I must try to get help. This is an important law that all teachers must follow.

Conclude the ground rules.

Great job! I'm going to keep the Bill of Rights and the ground rules posted throughout the unit.

4. Lead 4 Corners exercise

Introduce the 4 Corners exercise on FLASH prevention messages. Ask students to imagine that they are leading a teen campaign to prevent pregnancy and STDs and need to choose the main messages. Their choices are posted in the 4 corners of the room.

Unfold or uncover the Round 1 messages on condoms and birth control:

- Birth control and condoms are excellent at preventing pregnancy
- Many teens successfully use birth control and condoms
- Teens of every sexual orientation and gender identity need to learn about birth control and STD prevention, for themselves or to help a friend
- Condoms are easy to get and easy to use

Then tell students to walk to the corner with the message that they think is best for the campaign. Allow time for students in each corner to discuss their decision among themselves, and then ask them to share their reasoning with the class.

Then uncover or unfold the Round 2 messages about abstinence:

- Abstaining from oral, anal and vaginal sex means a person does not have to worry about pregnancy or STDs.
- People of every sexual orientation and gender identity choose abstinence.
- It's never okay to pressure someone to have sex
- It's important to respect someone's choice not to have sex, even if they have had sex before

Again, have students walk to the corner that they think has the best message for the campaign, discuss their decision among themselves, and then share with the class.

There are no incorrect answers. The purpose is to introduce students to important prevention concepts. When students report out, allow different responses to stand side by side, without debating their merits. Remind students of the ground rules: agree to disagree, and respect all opinions. Condoms/birth control and abstinence are discussed in separate rounds so that students do not debate them.

We're going to do an exercise called "4 Corners" to help us all get familiar with some of the ideas in this unit. This exercise has no wrong answers.

I want you to imagine that we are developing a sexual health campaign for teens. The purpose of the campaign is to help prevent pregnancy and STDs. We're going to choose messages to put on TV, radio, Internet and magazines to help teens protect themselves and stay safe.

In each corner of the room, you'll see a different message. When I say "go," I want you to stand by the message you think will work best for this campaign. Be prepared to talk about why you made that choice. There will be two rounds. The first round will focus on condom and birth control messages. The second round will focus on messages about abstinence, or choosing not to have sex.

Remember, there are no wrong answers. You'll all be deciding which messages, in your opinion, would work best for a teen campaign. Any questions? Go! (3 minutes for instructions)

Uncover the newsprint for Round 1 in each corner. Have students go the corner of their selected message. (2 minutes)

Talk with the other people in your corner about some of the reasons you chose that message. You may have chosen it for the same or different reasons. (2 minutes)

Ask the group in each corner: Would anyone like to report why their group thought this message would work best for a teen campaign? (4 minutes)

Now let's do this again for some messages about abstinence.

Uncover the newsprint for Round 2 in each corner. Have students go to the corner of their selected message. (2 minutes)

Again, talk with the people in your corner about why you chose that message. (2 minutes)

Ask the group in each corner: Would anyone like to report why their group thought that message would work best for a teen campaign? (4 minutes)

Nice job, everyone! I can tell from the discussion that all of these messages are important in different ways.

5. Students write anonymous questions

Hand out the *Anonymous Questions* instruction sheet and review it with students. Pass out 1 to 3 slips of paper per student, making sure the entire class has the same color. Ask students to write at least one question without writing their names. Explain that if they don't know the medical term for something, they can use whatever word they know, and you will teach the medical term when you answer the question.

One of the best parts of the FLASH unit is all the questions students ask. Many of the questions are asked out loud during class. But it's also important to have a chance to ask questions anonymously. What does anonymous mean? (That's right. No names. No one knows who wrote the question.)

Let's look at the Anonymous Questions instruction sheet together.

- 1. Write at least one question. Don't write your name.** For some people, writing an anonymous question will help them ask something that's really important to them without worrying about what others will think. Even if you're comfortable asking any question out loud, for this exercise, I want every single student to write a question. If you have more than one question, write each question on a separate slip of paper.
- 2. The question can be about any topic in this unit.** Students ask all kinds of questions. For example, they ask about:
 - **Sexual health:** what kinds of exams people need, what clinics they can go to, how to take care of their bodies
 - **Sexually transmitted diseases:** how people can protect themselves, how they know if they have one, how common STDs are
 - **HIV and AIDS:** how people get HIV, how to protect themselves
 - **Birth control:** what methods there are, how they work, if a method is safe, how to get birth control
 - **Abstinence and decisions about sex:** how people decide about sex, how to talk about it
 - **Sexual abuse and rape:** how to help a friend who's been hurt, how common is it, what people should do if they've been hurt
 - **Sexual orientation and gender identity:** how people might know that they're gay, lesbian, bisexual or transgender, how to support a friend who is coming out, what does it mean to be transgender
 - **Relationships and love:** what makes a good relationship, how to help a friend who's in a bad relationship, how to talk to a partner about something difficult
 - **Pregnancy, becoming a parent, abortion, adoption:** what are the laws, where can a person who's pregnant get help
 - **People's bodies:** how things work, what's normal, what to do if you have a concern
- 3. Here are some common ways to start anonymous questions.** You can write your question any way you want. Many students find these question-starters helpful:
 - *Is it true that...?*
 - *Should you worry if...?*
 - *What do they mean by...?*
 - *How do you know if...?*
 - *Is it normal...?*

- *What should you do if...?*

4. Use medical words, if you know them. *If you're not sure of the medical word for something when writing or asking a question, use whatever word you know, even if it's slang. When I answer the question, I'll teach the medical word, so we can all use it in class.*

I'll be answering all of the anonymous questions throughout the unit. By the end, we'll get to all of them. I bet everyone will learn so much from the FLASH lessons that we'll be able to answer a lot of these questions together.

Allow time for students to write their questions, each on a different slip of paper. If students can't think of a question after hearing all of the instructions, instruct them to either write a question they think other students would be interested in or write a piece of factual information about one of the topics you will cover. The goal is to have everyone write something.

Collect the questions in a box or large envelope, labeled with the current class period. Explain that you will be answering the anonymous questions throughout the unit, but not today.

Use the following guidelines when answering anonymous questions throughout the unit:

- Sort the questions by topic. Plan on answering questions during the appropriate lesson or as time allows.
- Get help answering any question in advance, if needed
- Read each question verbatim. Answer it yourself, or if you think the content has been covered already, see if the class can answer it.
- Use FLASH Key Concepts to guide your answers.
- Use the Values Question Protocol to answer questions about non-universal values.
- If a question includes slang, read it verbatim and provide the medical term when answering the question.
- Answer all questions.

6. Introduce FLASH homework expectations

Hand out *FLASH Family Homework Letter* for students to take home to their parents or guardians. The purpose of FLASH family homework is to encourage family discussion about the lesson content.

Explain that every FLASH lesson has family homework. The student and an adult family member or other adult who is like family complete the assignment together. The family member signs the homework in order for the student to get credit. Family homework is available in multiple languages, and can be printed from free PDFs online at www.etr.org/flash/ under the "Family Resources" tab. Students who choose not to do the family homework may complete the individual homework for the same credit.

Every FLASH lesson has family homework. You can complete family homework with any adult family member or with a trusted adult who is like family. The purpose is to help adult family members and teens talk about these topics. Even though it might be uncomfortable at first for some people, a lot of students say they really like this part of the unit.

The homework has questions for the student and adult to ask each other about that day's lesson. The questions focus on people's beliefs and values. No particular knowledge or experience is required to do the homework, and no one is required to ask or answer any personal questions. It takes about 10 minutes. To get credit, the adult signs a slip saying that you did the assignment together. You won't be asked to report back on anything you talked about.

The family homework is available in a number of different languages. Let me know what language you need.

For students who can't complete the family homework, or who don't want to, each lesson has an individual homework assignment that can be completed instead for the same credit.

Tonight, your only homework is to bring home the Family Homework Letter.

Good work today! Tomorrow, we'll get started by reviewing the reproductive system.

7. Exit ticket

Hand out the *Lesson 1 Exit Ticket*.

Question: Today we discussed several ways to promote respectful behavior and a good learning environment during the sexual health unit. Describe one ground rule from class today.

Answer: Students may describe any ground rule generated during the class.

Warm Up

In this sexual health unit, we will learn about ways to prevent pregnancy, STDs including HIV, and sexual violence. We will also increase our knowledge of sexual health and have opportunities to talk more about these topics with family members.

Check the 1 topic you already know the most about (for example, from health class, books, your family, etc.):

- ☐ Reproductive System
- ☐ Pregnancy
- ☐ Sexual Orientation and Gender Identity
- ☐ Healthy Relationships
- ☐ Preventing Sexual Violence
- ☐ Abstinence
- ☐ Birth Control
- ☐ Condoms
- ☐ HIV and Other STDs

Check the 1 topic you think will be most interesting to learn more about:

- ☐ Reproductive System
- ☐ Pregnancy
- ☐ Sexual Orientation and Gender Identity
- ☐ Healthy Relationships
- ☐ Preventing Sexual Violence
- ☐ Abstinence
- ☐ Birth Control
- ☐ Condoms
- ☐ HIV and Other STDs

FLASH Bill of Rights

- 1. The right to be treated with respect**
- 2. The right to protect the privacy of oneself,
one's family and friends**
- 3. The right to ask questions about sexual
health without being judged**
- 4. The right to receive accurate answers**
- 5. The right to one's beliefs, including the
beliefs of one's family, culture and faith**

Anonymous Questions

1. Write at least one question. Don't write your name.

2. The question can be about any topic in this unit.

- Sexual health
- Sexually transmitted diseases
- HIV and AIDS
- Birth control
- Abstinence and decisions about sex
- Sexual abuse and rape
- Sexual orientation and gender identity
- Relationships and love
- Pregnancy, becoming a parent, abortion, adoption
- People's bodies

3. Here are some common ways to start anonymous questions.

- Is it true that...?
- Should you worry if...?
- What do they mean by...?
- How do you know if...?
- Is it normal...?
- What should you do if...?

4. Use medical words, if you know them.

- Don't worry if you can't think of the right word for something or can't spell it.
- Just use the word you know, even if it's slang.

To Parents & Guardians:

Introducing *FLASH* Family Homework

An important part of the FLASH sexual health unit is Family Homework. Family Homework is completed by the student and an adult family member together. This letter explains the purpose of FLASH Family Homework and what you can expect.

One of the goals of the FLASH unit is to increase parent and teen communication about sexual health. Even though teens don't always show it, surveys show that they would like to talk more about these issues with a parent or other trusted adult, and research shows that these conversations play a very important role in helping teens prevent pregnancy, STDs and HIV. The FLASH program includes Family Homework to make these discussions easier and more frequent.

Family Homework is completed by the student and an adult family member, or with an adult who is like family (e.g. foster parent, guardian, etc). The questions in the Family Homework ask about your thoughts and beliefs on a topic related to the classroom lesson. You don't need to have any information about sexual health to do the homework. No one is required to ask or answer any personal questions. Each Family Homework takes about 10 minutes. To get credit, the adult signs a slip saying that the homework was completed. Students will not be asked to share anything you talked about.

Young people are surrounded by messages in the media telling them how to behave sexually. Although the power of the media is huge, we know that family communication is also very powerful. Family Homework is intended to help adults talk clearly and directly with teens about their beliefs and hopes for them.

Family Homework is recommended but not required. If a family decides not to do Family Homework, students will be offered an individual homework assignment that can be completed for the same credit.

Thank you for taking the time to look at the Family Homework. We hope it helps you and your teen have these valuable discussions.



Family Homework Letter – Confirmation Slip

Due: _____

I received the Family Homework Letter.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

Today we discussed several ways to promote respectful behavior and a good learning environment during the sexual health unit. Describe one ground rule from class today.

References

- ¹ Thapa, A., Cohen, J., Guffey, H., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83, 3, 357–385.
- ² National School Climate Standards. (2009). National School Climate Council. New York. www.schoolclimate.org.
- ³ Alford, S. (2008). *Science and success, second edition: Programs that work to prevent teen pregnancy, HIV & sexually transmitted infections*. Washington, DC: Advocates for Youth.
- ⁴ Kirby, D. (2007). *Emerging answers 2007: Research findings on programs to reduce teen pregnancy and sexually transmitted diseases*. Washington, DC: The National Campaign to Prevent Teen and Unplanned Pregnancy.
- ⁵ Centers for Disease Control and Prevention. Division of Violence Prevention. www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html. Accessed 12/31/2014.
- ⁶ Kirby, D., & Lepore, G. (2007). *A matrix of risk and protective factors affecting teen sexual behavior, pregnancy, childbearing and sexually transmitted disease*. Scotts Valley, CA: ETR Associates.
- ⁷ Kirby, D., Coyle, K., Alton, F., Roller, L., & Robin, L. (2011). *Reducing adolescent sexual risk: A theoretical guide for developing and adapting curriculum-based programs*. Scotts Valley, CA : ETR Associates.

Reproductive System

Grades 9-12, Lesson 2

Summary

Using visuals, the teacher describes the external and internal reproductive organs, while students follow on their worksheets. The teacher also describes the main components of the sexual response system. The class concludes by identifying organs and structures with similar roles.

Student Learning Objectives

The student will be able to ...

1. Name the parts of the human reproductive system.
2. Describe the path of an egg during the menstrual cycle.
3. Describe the path of a sperm during ejaculation.
4. Recognize that there is a wide range of normal anatomy.
5. Name the 3 main components of sexual response.

Lesson Timing

Warm up	Bell work + 3 minutes
Purpose of lesson	2 minutes
Describe reproductive organs	25 minutes
Define sexual response terminology	8 minutes
Wrap up lesson	7 minutes
Assign homework	
Exit ticket	5 minutes
Total	50 minutes

FLASH Key Concepts

People's bodies can look very different from each other. These differences are normal and healthy.

The reproductive systems of males and females have many similarities.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention.
SH1.12.37	Summarize the relationship between the menstrual cycle and conception.
SH1.12.39	Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expectations, gender identity), growth and development, and physical appearance.

National Sexuality Education Standards

AP.12.CC.1	Describe the human sexual response cycle, including the role hormones play.
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Rationale

Knowledge of the reproductive system helps students better understand later lessons on pregnancy, birth control, STDs and HIV. This lesson is primarily intended to be a review of previously covered material.

The National Sexuality Education Standards cover the reproductive system only at younger grades, with one standard on sexual response at the secondary level. The National Health Education Standards (SHECAT) related to the reproductive system at the high school level have to do with understanding the relationship between the menstrual cycle and conception and respecting individual differences in growth and development.

This lesson revisits standards for lower grades, and covers the high school standards on the menstrual cycle, the human sexual response cycle, and respecting individual differences in sexuality, growth and development.

This lesson emphasizes similarities between the reproductive anatomy of most men and women. The purpose is twofold:

- First, it creates a schema for better comprehension (e.g., egg and sperm are both sex cells; the ovaries and testicles both produce sex hormones; the fallopian tube and vas deferens are both passageways for sex cells, etc.) The pairing of functions and processes, where they exist, makes the information about the reproductive system easier to understand and remember.
- Second, it supports sexual violence prevention concepts taught elsewhere in FLASH. According to the CDC, adherence to extreme gender stereotypes is a risk factor for perpetration of sexual violence.¹ Historically, these stereotypes are projected onto reproductive functions in health and science education (e.g. active sperm, passive egg). This lesson provides the framework and scripting to avoid unintentional gender stereotypes, to offer equitable and accurate information, and to discuss differences respectfully.

There is tension between the approaches of showing male and female reproductive similarities, and being inclusive of a range of gender identities and anatomical variations. Both approaches are critical to the goals of the FLASH curriculum. The intention of this lesson is to provide a clear understanding of human reproductive anatomy and sexual response; to show respect for all students' bodies, gender identities, sexual orientations and families; and to counter male and female gender stereotypes.

Materials Needed

Student Materials

- *Reproductive System Worksheets*
 - *Worksheet 1*
 - *Worksheet 2*
 - *Worksheet 3*
 - *Worksheet 4*
- *Individual Homework: Anatomy*
- *Family Homework: Talking About the Reproductive System*, available in multiple languages on the FLASH website
- *Lesson 2 Exit Ticket*

Classroom Materials

- *Lesson 2 Warm Up*
- *Reproductive System Visuals*
 - *Visual 1*
 - *Visual 2*
 - *Visual 3*
 - *Visual 4*
- *Sexual Response System Visual*
 - *Visual 5*

Teacher Materials

- *Reproductive System Answer Keys*
 - *Answer Key 1*
 - *Answer Key 2*
 - *Answer Key 3*
 - *Answer Key 4*

Teacher Preparation

Prepare Visuals for document camera or projector.

Activities

1. Warm up

Display warm up as bell work.

Question: Today we are reviewing the parts of the body involved in sexual reproduction. List all the parts of the human reproductive system that you can remember.

2. Explain purpose of lesson

The purpose of the lesson is to review the human reproductive system and the sexual response system.

Today we're going to study the reproductive system and the sexual response system.

The reproductive system includes the body parts involved in starting a pregnancy. The egg and sperm can join through vaginal sex, donation of sperm, or the help of medical technology.

The sexual response system includes the body parts involved in sexual feelings. It includes the physical responses that happen during sexual activity with another person or during masturbation.

Knowledge of these systems will be useful for later lessons. It can also help people communicate with doctors about their reproductive and sexual health, now or in the future.

3. Review the external reproductive organs

Show students *Reproductive System Visual 1* and *Visual 2*. Fill in the names and describe the functions of the organs of the genitals (external views) while students take notes on the *Reproductive System Worksheet 1* and *Worksheet 2*.

Explain that the drawings do not represent all people's bodies.

These drawings show pictures of what many people's bodies look like, but bodies actually look very different from each other. These differences are normal and healthy. There are many reasons someone's body might look different from these drawings, for example, if someone hasn't gone through puberty yet, if they are intersex, or sometimes because of a disability. Surgery or medicine can change the way someone's body looks, and of course, the size and shape of everyone's body is different. The illustrations are meant only as a guide.

Show *Visual 1* and describe the parts.

This is a picture of the reproductive organs that are on the outside of someone's body. These parts are usually on a man's body.

1. Pubic hair

- *Pubic hair starts growing during puberty at the base of the penis.*

2. *Penis*

- *The penis is made of a special tissue called erectile tissue, which is why the penis is able to become erect*

3. *Shaft*

4. *Glans*

- *The penis is made up of the shaft and the glans, and, at birth, the foreskin.*
- *The penis has many nerve endings, which makes it very sensitive.*
- *The part of the penis with the most nerve endings is the glans.*

5. *Foreskin*

- *The foreskin protects the glans of the penis.*
- *A person that has had a circumcision don't have foreskin on their penis.*
- *The foreskin also provides sensation.*

6. *Urethra*

- *The urethra runs inside the penis and has an opening at the end of the penis.*
- *The opening of the urethra at the end of the penis is where semen and urine leave the body.*
- *Only one fluid at a time can leave the body.*

7. *Scrotum*

- *The scrotum is a muscular sac that holds the testicles.*
- *It keeps sperm at the right temperature by bringing the testicles closer to the body when cold, and further from the body when warm.*
- *It also provides sensation.*

Show Visual 2 and describe the parts.

This is a picture of the reproductive organs that are on the outside of someone's body. These parts are usually on a woman's body.

1. *Vulva*

- *Vulva is the word for the parts of the reproductive system on the outside of most women's bodies. The outside parts of everyone's reproductive system are called genitals.*

2. *Pubic hair*

- *Pubic hair starts growing during puberty on the vulva, but not near the opening of the vagina or on the clitoris.*

3. *Clitoris*

- *The clitoris has many nerve endings, which makes it very sensitive.*
- *The part of the clitoris that shows on the outside of the body is called the glans.*
- *The clitoris is made of erectile tissue, like the penis, and also becomes erect.*

4. *Urethra*

- *The urethra is how urine leaves the body.*
- *The opening of the urethra is between the clitoris and vagina.*

5. Vagina

- The vagina is a muscular, stretchy organ on the inside of the body.
- It provides a passageway into the body for sperm, and out of the body for vaginal fluids, menstrual fluids and a baby during childbirth.
- There is often tissue called the hymen that partly covers the opening of the vagina during childhood and early adolescence. During puberty, estrogen makes the hymen very stretchy. It does not get in the way of tampons or vaginal sex. A person cannot tell if someone has used tampons or had intercourse by looking at the hymen.

6. Labia

- The labia are two folds of skin around the openings of the urethra and vagina. The top of the labia meet at the clitoris.
- The outer labia have pubic hair.
- The labia also provide sensation.

4. Review the internal reproductive organs

Show students *Reproductive System Visual 3 and Visual 4*. Describe the names and functions of the organs in the reproductive systems (internal views) while students take notes on the *Reproductive System Worksheet 3 and Worksheet 4*.

Show *Visual 3* and describe the parts.

First describe the body parts that are not part of the reproductive system. They are already labeled.

This is a side view drawing of the reproductive system, showing the parts that men usually have in their body.

The anus and bladder are not part of the reproductive system, but they are located nearby. They are already labeled on the worksheet.

- The anus is where bowel movements pass out of the body.
- It also provides sensation.
- The bladder is where urine is stored.

Then describe the reproductive organs in the order that they are involved with ejaculation.

1. Testicles

2. Scrotum

- There are two testicles located inside the scrotum.
- During puberty, the testicles start producing sperm, which are also called sperm cells.
- During puberty, the testicles also start producing the hormone testosterone. The process of sperm leaving the body is called ejaculation.

3. Epididymis

- *The epididymis is located toward the back of each testicle.*
 - *Sperm mature here before leaving the body.*
4. *Vas deferens*
- *When sperm leave the epididymis, they travel through long tubes called the vas deferens.*
 - *In the vas deferens, the sperm pass by different glands that add liquids.*
 - *The combination of sperm and liquids is called semen.*
5. *Seminal vesicles (two)*
6. *Prostate gland (one)*
7. *Cowper's glands (two)*
- *Liquid from the seminal vesicles and prostate gland become part of the semen.*
 - *Liquid from the Cowper's glands is also called pre-ejaculate because it leaves the body before the other fluids. It protects sperm from the acid in urine.*
8. *Urethra*
9. *Penis*
- *During ejaculation, the urethra is the tube that carries semen out of the body through the penis.*
 - *The urethra also carries urine out of the body, but it cannot carry both urine and semen at the same time.*

Show *Visual 4* and describe the parts.

First describe the body parts that are not part of the reproductive system. They are already labeled.

This is a side view drawing of the reproductive system, showing the parts that women usually have in their body.

The anus, bladder and urethra are not part of the reproductive system, but they are located nearby. They are already labeled on the worksheet.

- *The anus is where bowel movements pass out of the body.*
- *It also provides sensation.*
- *The bladder is where urine is stored.*
- *The urethra is the tube that carries urine out of the body.*

Then describe the reproductive organs in the order that they are involved with ovulation and menstruation. Remind the class that ovulation is the process of the egg leaving the ovary, and menstruation is the process of blood and tissue leaving the body, usually about once a month.

1. *Ovary*
- *There are two ovaries in the reproductive system.*
 - *The ovaries are where eggs are produced and mature. The egg is also called the ovum or the egg cell. Egg cells are already in the ovaries when a person is first born.*
 - *During puberty, the ovaries begin producing the hormone estrogen.*

- Ovulation is the process of a mature egg leaving the ovary.
2. Fimbria
 3. Fallopian tubes
 - The fimbria are the fringe-like ends of the fallopian tube.
 - When the mature egg leaves the ovary, the fimbria guide it into the fallopian tube.
 - The egg then travels through the fallopian tube to the uterus.
 4. Uterus
 - The uterus is made of muscular walls.
 - Fertilization is when the egg cell and sperm cell join. Pregnancy will begin when the joined cells attach to the lining of the uterus, which has built up a rich lining of tissue and blood. If the pregnancy continues, it will grow in the uterus for the next 9 months.
 - If an egg cell and sperm cell do not join, the lining of the uterus will dribble out of the body over the next few days. This is called menstruation or a period.
 - It happens about once a month, starting in puberty and ending during menopause.
 5. Cervix
 - The cervix is the bottom section of the uterus.
 - It produces fluid that has a different consistency and color at different times of the menstrual cycle. For example, cervical fluid is wetter and more stretchy during ovulation.
 6. Vagina
 - The small opening of the cervix is at the back of the vagina.
 - During menstruation, the menstrual fluid leaves the uterus by flowing through the cervix and vagina, and out of the body.
 - During childbirth, the baby also travels from the uterus, through the cervix and vagina, and out of the body.
 7. Glans of clitoris
 8. Shaft of clitoris
 - The clitoris provides sensation. It has two parts: the shaft and glans.
 - The shaft is inside the body. The glans is outside, making it part of the genitals.
 - The glans of the clitoris is in front of the openings of the urethra and vagina.

5. Define sexual response system terms.

Show the *Visual 5: Human Sexual Response* and briefly explain the 3 components: desire, arousal, release.

Now we're going to talk about human sexual response. Genitals are only one part of the sexual response system. It also includes emotions, the brain, hormones, the senses and the entire body.

Three important aspects of sexual response are desire, arousal and release.

Desire is the feeling of wanting to be sexually close to someone.

- A person who feels desire may or may not decide to be involved in sexual activity.

Arousal is the experience of being sexually excited.

- Arousal can result from a person's thoughts and attractions, as well as from sexual activity with another person or during masturbation. People may have very different emotions during arousal depending on the circumstances.
- For most women, arousal often includes the clitoris becoming erect, the vagina getting wetter, and the labia swelling.
- For most men, arousal often includes the penis becoming erect, the scrotum moving closer to the body, and a small amount of fluid being released from the penis.
- For all, arousal often includes heartbeat and breathing getting faster, nipples getting erect, and skin becoming more sensitive.

Release is a reduction of sexual tension that can happen gradually over time, or more immediately during an orgasm.

- An orgasm is a release of sexual tension that results in muscle contractions in the pelvic area and a physical feeling of sexual pleasure. For most men, orgasm also includes ejaculation.
- Like arousal, orgasm is a physical response that sometimes happens during sexual activity with another person or during masturbation. People may have very different emotions during orgasm depending on the circumstances.

6. Conclude the lesson

Wrap up by asking questions about the common body parts between most male and female reproductive systems and sexual responses:

- What do the ovaries and testicles have in common?
Answer: Produce sex cells (sperm and egg); produce hormones (estrogen and testosterone).
- What do the sperm and egg have in common?
Answer: They are both sex cells and are both needed to for people to reproduce.
- What do the fallopian tubes and vas deferens have in common?
Answer: They are the pathways for the egg and for the sperm.
- What do the penis and clitoris have in common?
Answer: They both have a shaft and glans, become erect, and are the most sensitive part of the genitals.

7. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

Individual Homework: Anatomy

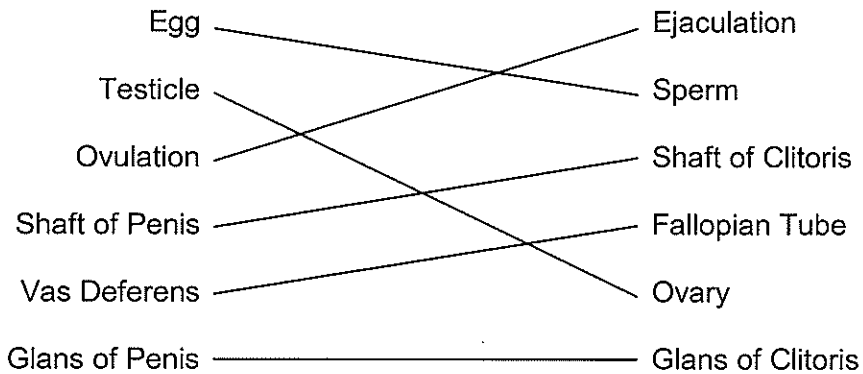
Family Homework: Talking about the Reproductive System, available in multiple languages on the FLASH website

8. Exit ticket

Hand out the *Lesson 2 Exit Ticket*.

Directions: Draw a line connecting the body parts and processes that have similar roles in most male and female bodies.

Answer:

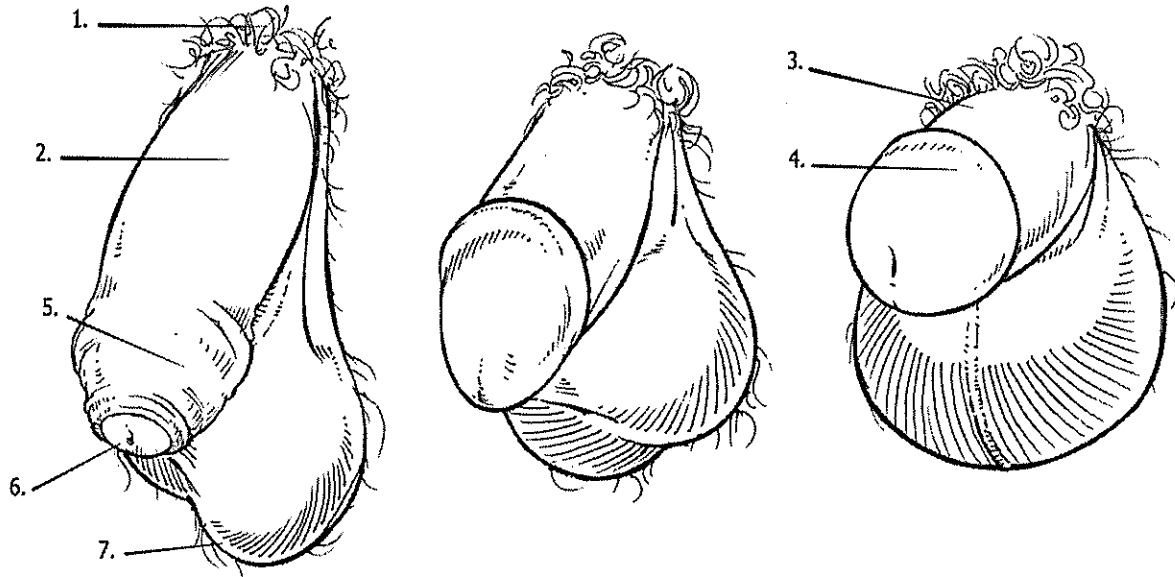


Warm Up

Today we are reviewing the parts of the body involved in sexual reproduction. List all the parts of the human reproductive system that you can remember.

Reproductive System Worksheet 1

Genital Variation

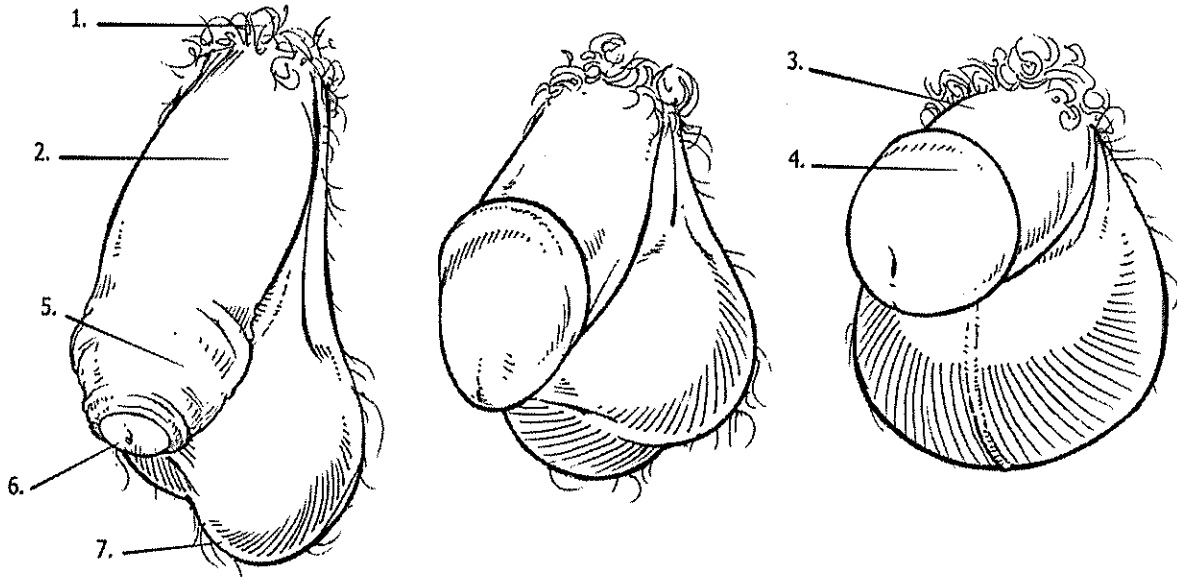


1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____

Reproductive System Visual 1

Genital Variation

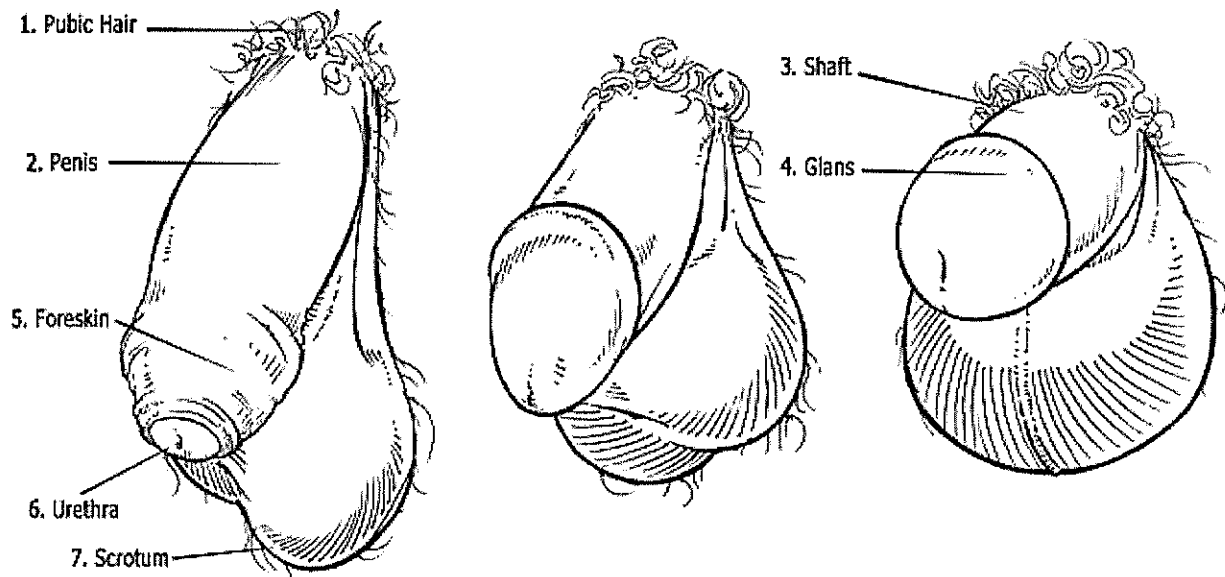


1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____

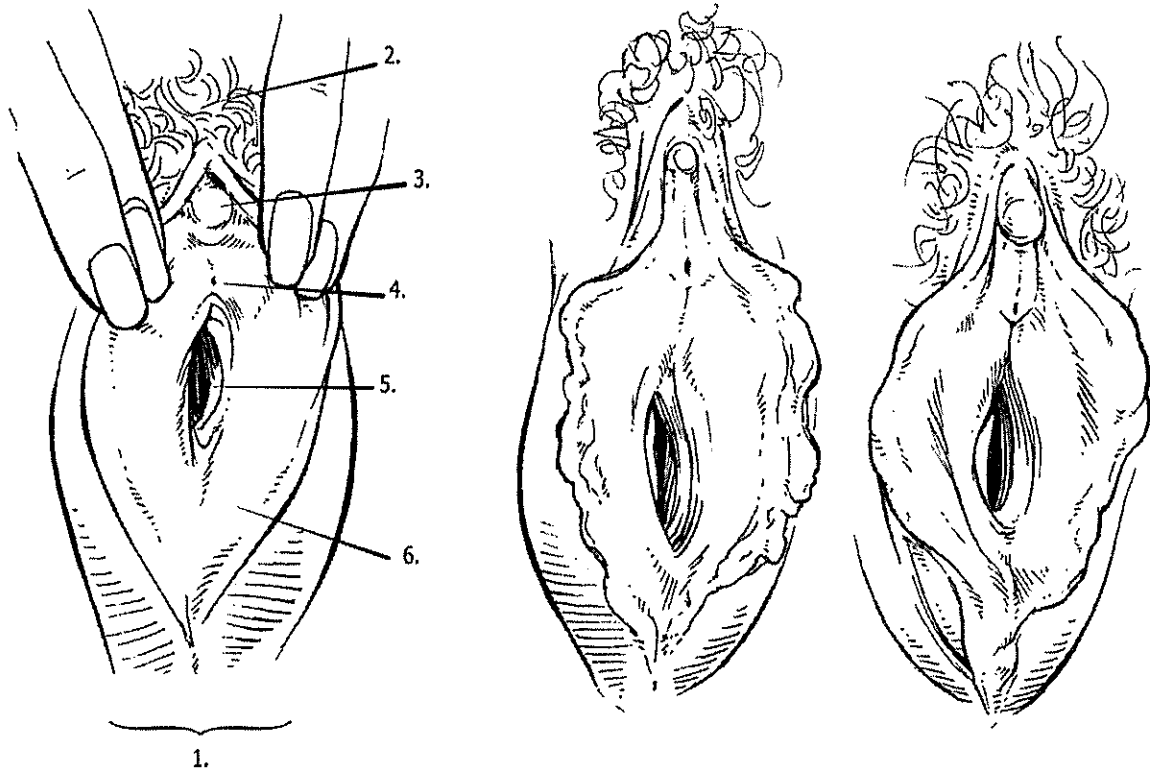
Reproductive System Answer Key 1

Genital Variation



Reproductive System Worksheet 2

Genital Variation

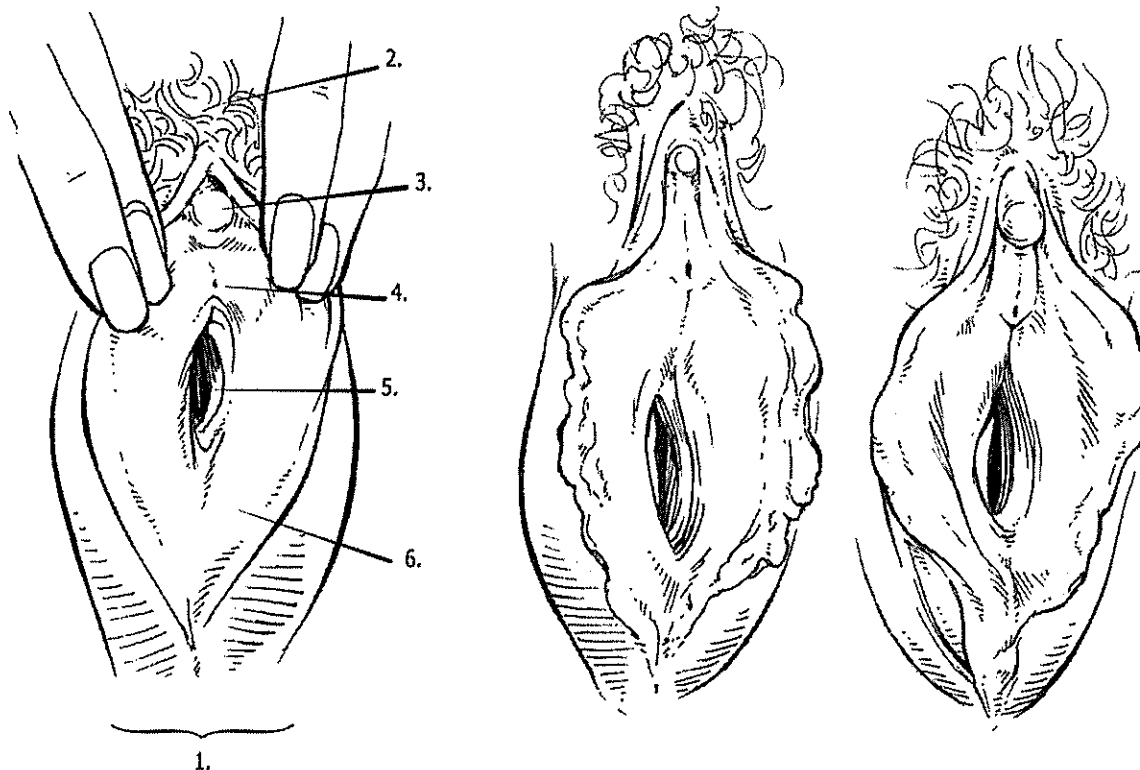


1. _____
2. _____
3. _____

4. _____
5. _____
6. _____

Reproductive System Visual 2

Genital Variation

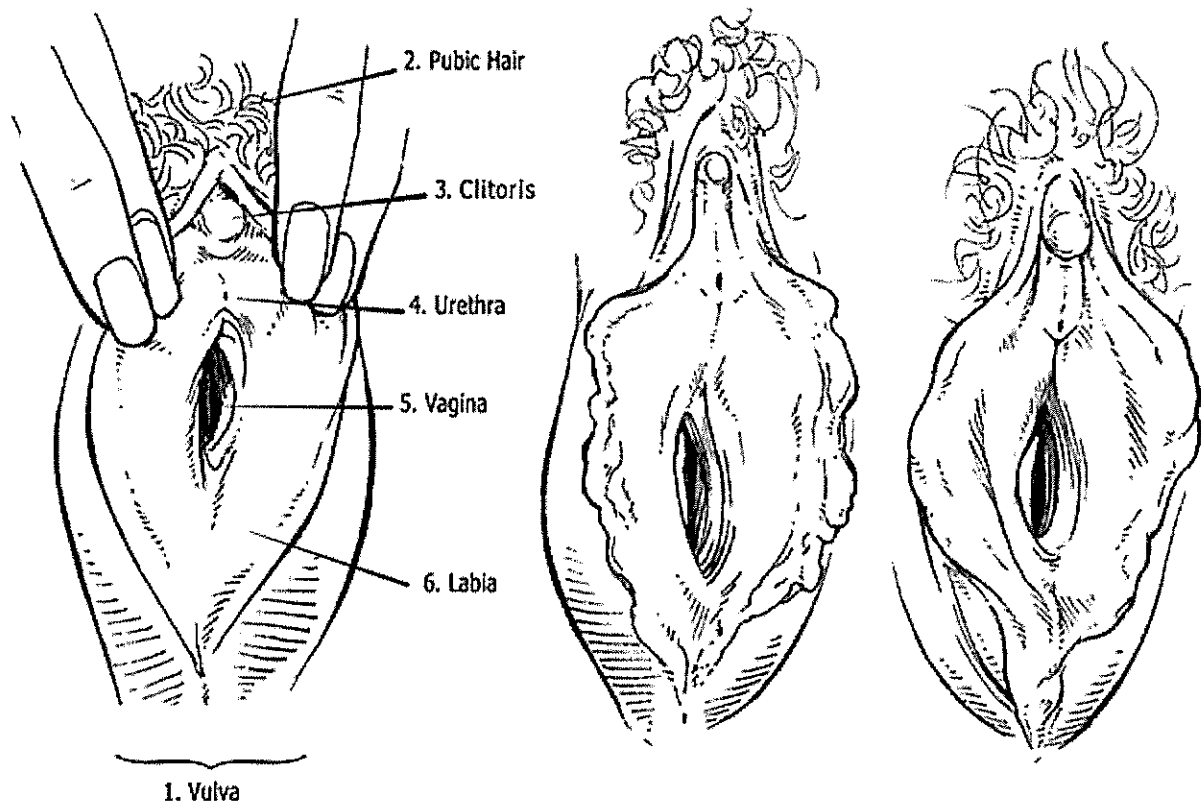


1. _____
2. _____
3. _____

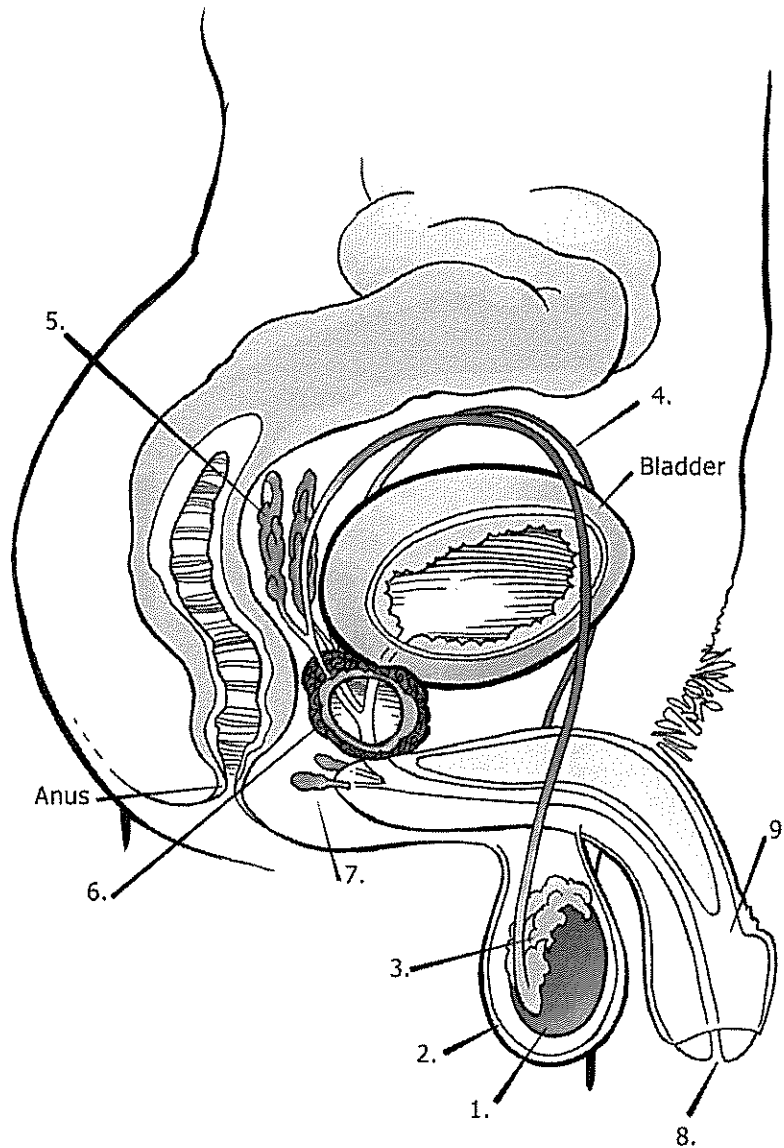
4. _____
5. _____
6. _____

Reproductive System Answer Key 2

Genital Variation



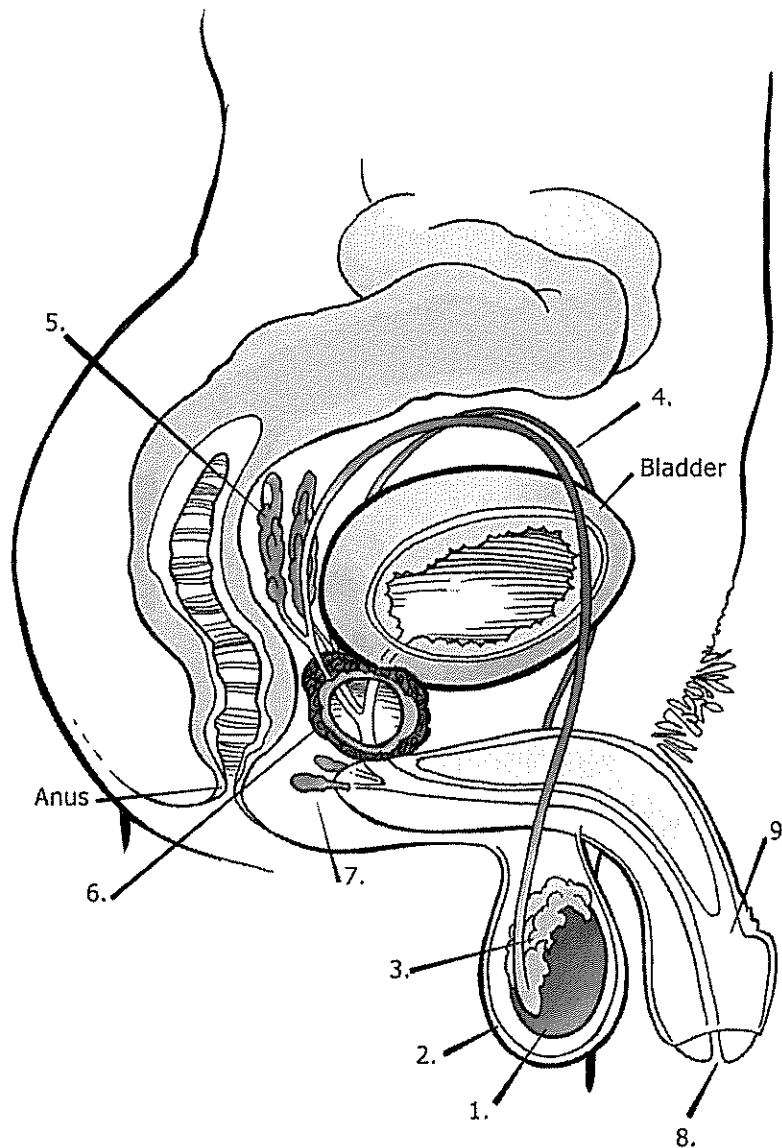
Reproductive System Worksheet 3



1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____
9. _____

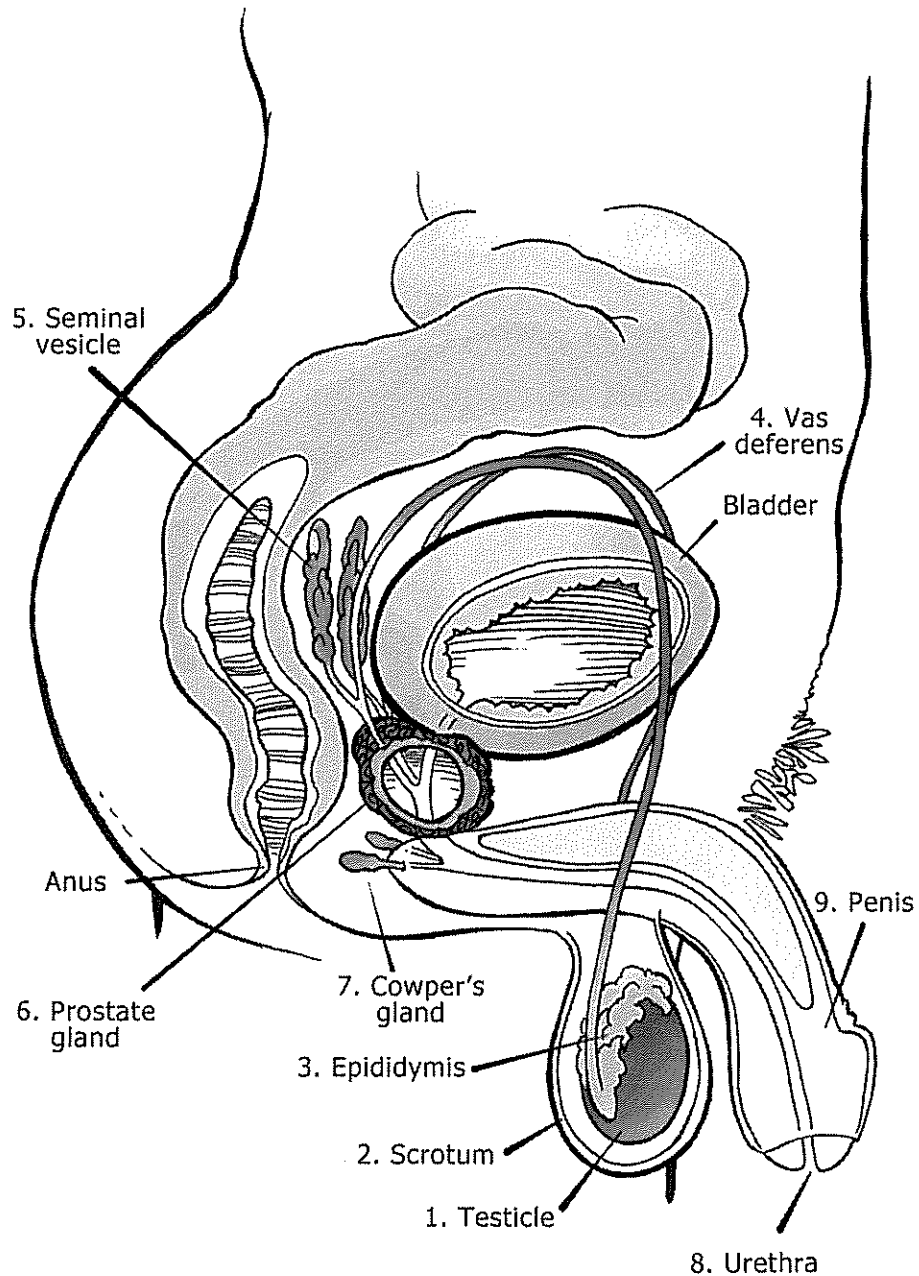
Reproductive System Visual 3



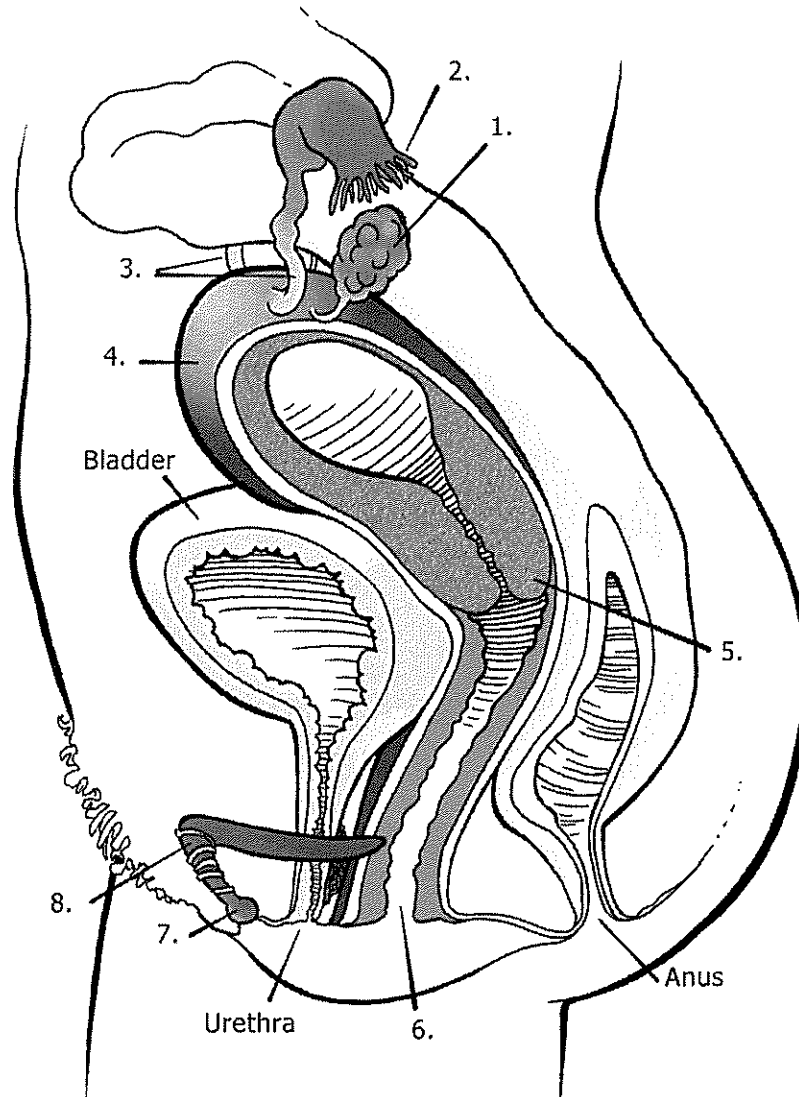
1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____
9. _____

Reproductive System Answer Key 3



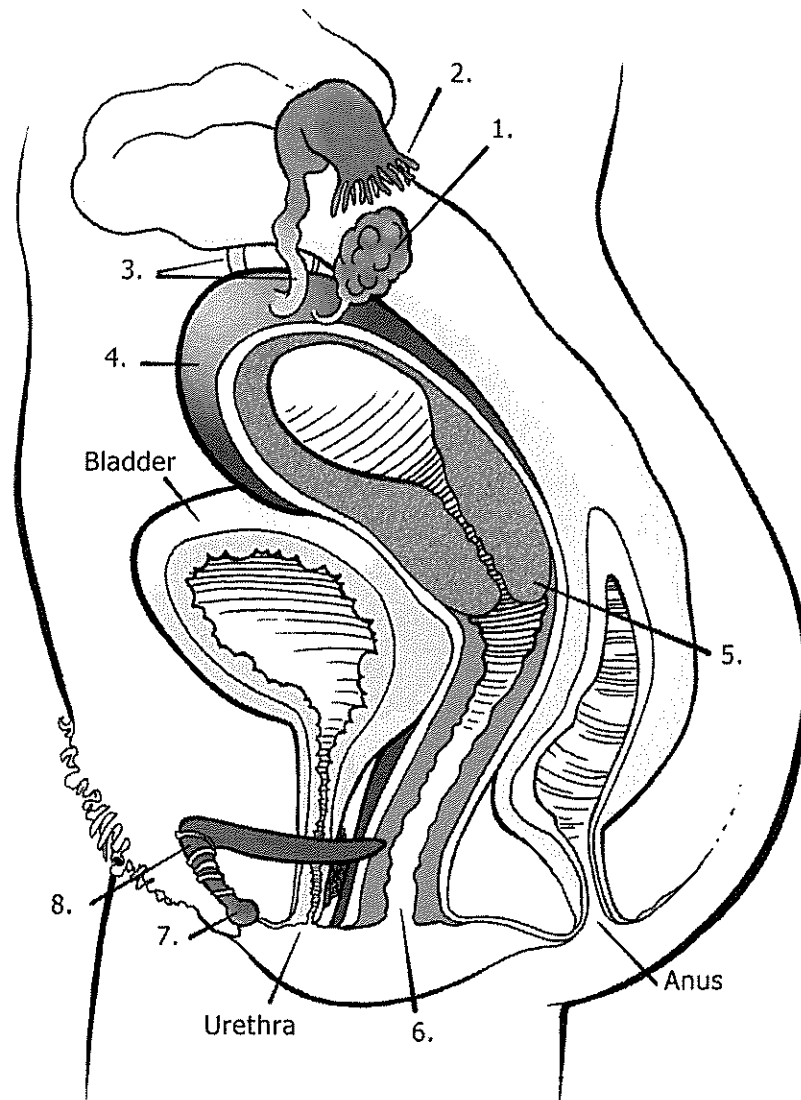
Reproductive System Worksheet 4



1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

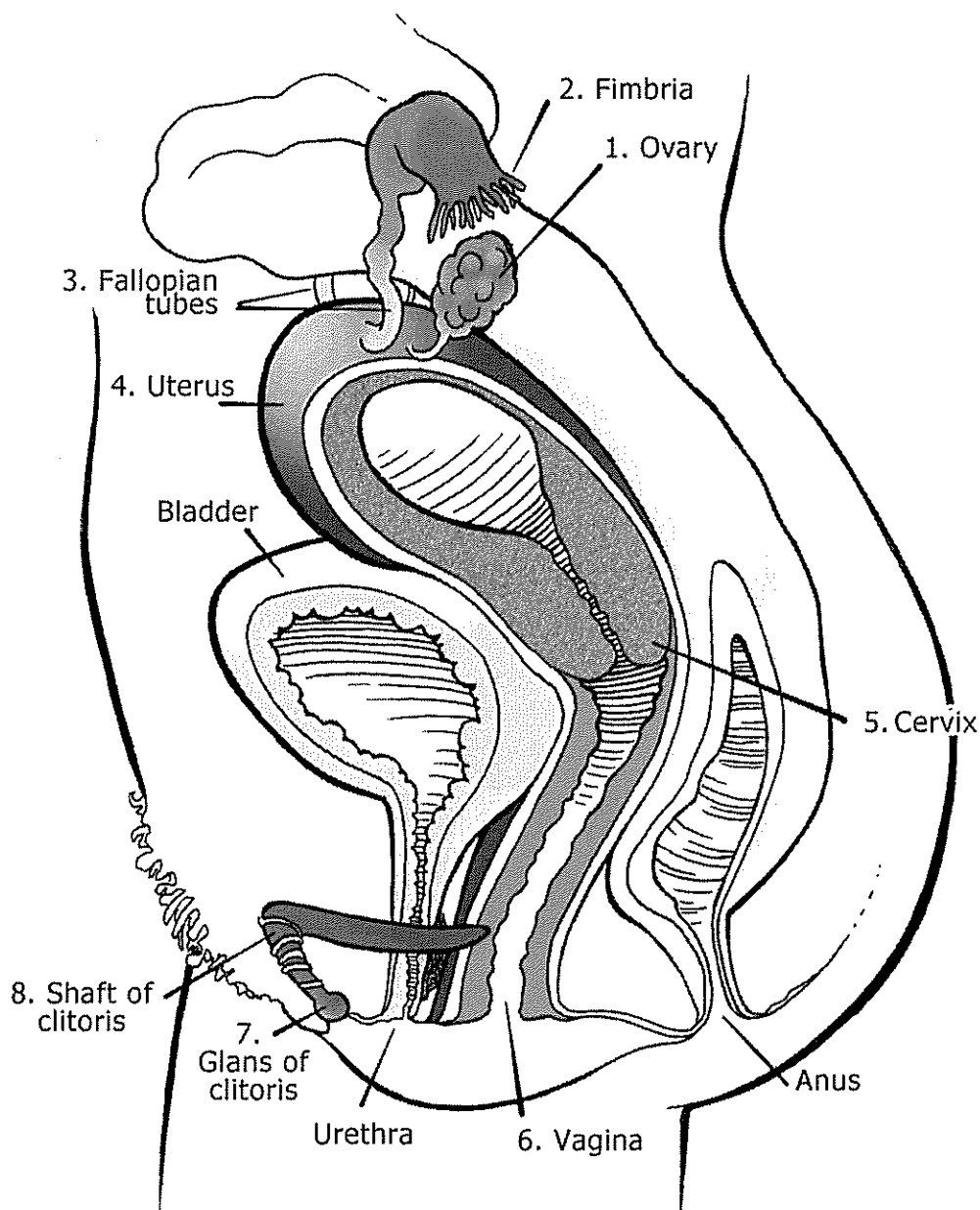
Reproductive System Visual 4



1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

Reproductive System Answer Key 4

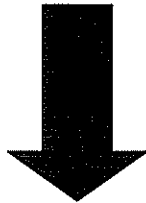


Human Sexual Response Visual 5

Desire
(interest)



Arousal
(physical excitement)



Release
(orgasm or gradual)

Individual Homework: Anatomy

Name: _____

Period: _____

1. Do most people's bodies have 1 or 2 of each body part listed below? The first one is done for you as an example.

Cervix	1	2	Scrotum	1	2
Clitoris	1	2	Testicle	1	2
Epididymis	1	2	Urethra	1	2
Fallopian tube	1	2	Uterus	1	2
Labia	1	2	Vagina	1	2
Ovary	1	2	Vas deferens	1	2
Penis	1	2	Vulva	1	2

2. Write the word that describes each body process listed below.

A. The process of sperm leaving the body

B. The process of the egg leaving the ovary

C. The process of blood and tissue leaving the uterus about once a month.

Individual Homework: Anatomy Key

1. Circle "1" if most people have one of that body part. Circle "2" if most people have two. The first one is done for you as an example.

Cervix	1
Clitoris	1
Epididymis	2
Fallopian tube	2
Labia	2
Ovary	2
Penis	1
Scrotum	1
Testicle	2
Urethra	1
Uterus	1
Vagina	1
Vas deferens	2
Vulva	1

2. Write the word that describes each body process.

A. The process of sperm leaving the body: **Ejaculation**

B. The process of the egg leaving the ovary: **Ovulation**

The process of blood and tissue leaving the uterus about once a month.
Menstruation

Family Homework: Talking about the Reproductive System

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the adult: Are there words or names for the reproductive system body parts that are unique to our culture or family? Are there any names we give to body parts that have special meaning to you?

Ask the student: What body part names and functions did you learn about in class?

Ask each other: Do you have any funny stories about names for body parts? (For example, not being able to pronounce the word *penis* as a child and calling it a "peepee" instead.)



Family Homework Confirmation Slip: Talking about the Reproductive System

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

Draw a line connecting the body parts and processes that have similar roles in most male and female bodies.

Egg

Ejaculation

Testicle

Sperm

Ovulation

Shaft of Clitoris

Shaft of Penis

Fallopian Tube

Vas Deferens

Ovary

Glans of Penis

Glans of Clitoris

Lesson 2: Assessment Questions

1. Circle the correct statements below:

- A. The shapes and sizes of bodies and body parts vary greatly from person to person.
- B. There is a wide range of normal anatomy.
- C. Physical differences between people should be respected.
- D. Physical differences between people are usually the sign of a serious medical problem.

2. Fill in the correct term.

Ejaculation
Ovulation
Semen
Testicle
Urethra
Vagina
Vulva

- A. The process of the egg leaving the ovary:
- B. The process of sperm leaving the body:
- C. Another word for the labia, clitoris and the opening of the vagina:
- D. A passageway into the body for sperm, and a passageway out of the body for vaginal fluids, menstrual fluids and a baby during childbirth:
- E. Where urine or semen leaves the body;
- F. Where testosterone and sperm are produced, starting in puberty:
- G. The liquid containing sperm and other fluids:

3. Circle the three terms that describe an aspect of sexual response.

Desire Ovulation Arousal
Release Sperm production

Lesson 2: Assessment Key and Standards Alignment

Question	Answer	Standards
<p>1. Circle the correct statements below:</p> <p>A. The shapes and sizes of bodies and body parts vary greatly from person to person.</p> <p>B. There is a wide range of normal anatomy.</p> <p>C. Physical differences between people should be respected.</p> <p>D. Physical differences between people are usually the sign of a serious medical problem.</p>	A, B and C	NHES: SH1.12.39
<p>2. Fill in the correct term.</p> <p>Ejaculation</p> <p>Ovulation</p> <p>Semen</p> <p>Testicle</p> <p>Urethra</p> <p>Vagina</p> <p>Vulva</p> <p>A. The process of the egg leaving the ovary:</p> <p>B. The process of sperm leaving the body:</p> <p>C. Another word for the labia, clitoris and the opening of the vagina:</p> <p>D. A passageway into the body for sperm, and a passageway out of the body for vaginal fluids, menstrual fluids and a baby during childbirth:</p> <p>E. Where urine or semen leaves the body;</p> <p>F. Where testosterone and sperm are produced, starting in puberty:</p> <p>G. The liquid containing sperm and other fluids:</p>	<p>A. Ovulation</p> <p>B. Ejaculation</p> <p>C. Vulva</p> <p>D. Vagina</p> <p>E. Urethra</p> <p>F. Testicle</p> <p>G. Semen</p>	No High School NHES or NSES standards on reproductive anatomy

<p>3. Circle the three terms that describe an aspect of sexual response.</p> <p>Desire Ovulation Release</p> <p>Arousal Sperm production</p>	<p>Desire, Arousal, Release</p>	<p>NSES: AP.12.CC.1</p>
<p>4. Exit Ticket: Draw a line connecting the body parts and processes that have similar roles in most male and female bodies.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: left;"> <p>Egg</p> <p>Testicle</p> <p>Ovulation</p> <p>Shaft of Penis</p> <p>Vas Deferens</p> <p>Glans of Penis</p> </div> <div style="text-align: left;"> <p>Ejaculation</p> <p>Sperm</p> <p>Shaft of Clitoris</p> <p>Fallopian Tube</p> <p>Ovary</p> <p>Glans of Clitoris</p> </div> </div>		

Integrated Learning Activities

ART: Reproductive System Illustrations

Look for illustrations of the reproductive system online or in books. Bring examples to class of those you think are the most artistic, the easiest to understand or the most confusing.

FAMILY AND CONSUMER SCIENCE: Impact of Steroids

Research the use of steroids by athletes. Write a paragraph about why these can be harmful to the reproductive system, especially for teens? What steroids do doctors prescribe for people with medical problems? How are these different from steroids taken to improve athletic performance?

MATH: Sperm and Egg Quantities

Find statistics on the number of sperm cells produced in a lifetime. Find comparable statistics on the number of egg cells people are born with. Were these numbers higher or lower than what you expected? Create a graph, chart or table showing the difference between these numbers.

References

¹ Centers for Disease Control and Prevention. Division of Violence Prevention.
www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html. Accessed 12/31/2014.

Pregnancy

Grades 9-12, Lesson 3

Summary

The teacher uses visuals to describe the main processes related to pregnancy. The class brainstorms the early signs of pregnancy and discusses local pregnancy testing resources. The lesson concludes with a game to review content.

Student Learning Objectives

The student will be able to ...

1. Identify the laws related to reproductive and sexual health care services.
2. Describe the signs of pregnancy.
3. Describe prenatal practices that can contribute to or threaten a healthy pregnancy.
4. Access medically accurate information about pregnancy, pregnancy options and prenatal care services.

Lesson Timing

Warm up	Bell work + 2 minutes
Purpose of lesson	3 minutes
Process of conception	5 minutes
Early signs of pregnancy and testing	8 minutes
9 Months of pregnancy	7 minutes
Review game	22 minutes
Assign homework	
Exit ticket	3 minutes
Total	50 minutes

FLASH Key Concepts

None

Standards

National Health Education Standards (SHECAT)

Standard 3	Students will demonstrate the ability to access valid information and products and services to enhance health.
SH3.12.1	Evaluate the validity and reliability of sexual health information.
SH3.12.3	Evaluate the validity and reliability of sexual healthcare services.
SH3.12.5	Determine when professional sexual healthcare services may be required.
SH3.12.6	Determine the accessibility of valid and reliable sexual healthcare services.

National Sexuality Education Standards

PR.12.CC.3	Identify the laws related to reproductive and sexual health care services (i.e., contraception, pregnancy options, safe surrender policies, prenatal care).
PR.12.CC.4	Describe the signs of pregnancy.
PR.12.CC.5	Describe prenatal practices that can contribute to or threaten a healthy pregnancy.
PR.12.AI.3	Access medically-accurate information about pregnancy and pregnancy options.
PR.12.AI.4	Access medically-accurate information about prenatal care services.

Rationale

This lesson provides basic information about conception, fertilization, chromosomes, and fetal development. Following the guidance of the National Sexuality Education Standards and National Health Education Standards (SHECAT), it includes information related to pregnancy testing, pregnancy options, safe surrender laws, prenatal care, and related laws and services.

Materials Needed

Student Materials

- *Sexual Health Resources - King County, National*, or develop a local resource sheet
- Local clinic brochures, if available
- *Two Truths and a Lie*
- Blank paper for Two Truths and a Lie game
- *Individual Homework: Pregnancy*
- *Family Homework: Pregnancy*, available in multiple languages on the FLASH website
- *Lesson 3 Exit Ticket*

Classroom Materials

- *Lesson 3 Warm Up*
- *Visuals 1, 2 and 3*

Teacher Materials

- *Developing a Local Sexual Health Resources List: Teacher Guide* for those developing a local resource sheet

Teacher Preparation

1. Create a local Sexual Health Resource Sheet for students, following the instructions in *Developing a Local Sexual Health Resources List: Teacher Guide*
2. Call your local family planning clinic to acquire brochures and learn if pregnancy testing is confidential for minors in your state. Many related state laws are listed at www.guttmacher.org.

When sharing clinic resources with students, only include clinics that can answer “yes” to the following questions:

- Does the clinic offer clinical services with a licensed health care provider?
- Does the clinic provide or refer for all FDA-approved contraceptive methods?
- Does the clinic provide or refer for prenatal care, adoption and abortion?

Some clinics advertise as full-service pregnancy centers, even though they are staffed by lay people rather than licensed medical providers. Their purpose is often to dissuade clients from using birth control or accessing abortion services.

3. Prepare Visuals for document camera or projector.

Activities

1. Warm up

Display warm up as bell work.

Question: There are many changes to the body that happen during a pregnancy. List as many as you can.

Possible answers:

- No period
- Tender, swollen breasts
- Feeling tired
- Nausea or vomiting
- Urinating more often
- Like or dislike certain foods
- More sensitive to smell
- Sometimes no symptoms at all

2. Explain purpose of lesson

Today's class will focus on pregnancy, building on what we learned about the reproductive system. We will cover some of the basics about pregnancy including conception, how people know they're pregnant, the stages of pregnancy and having a healthy pregnancy.

3. Briefly cover the process of conception

Project and discuss *Visual 1* and *Visual 2*.

Visual 1: Sperm and Egg

- The human body is made of billions of cells: brain cells, blood cells, bone cells and many more. This includes egg cells and sperm cells. It takes an egg cell and a sperm cell to start a pregnancy.
- The egg cell and sperm cell are different from all the other cells in the human body. They have half as many chromosomes. Chromosomes are the parts inside a cell that determine which characteristics are passed from generation to generation.
- When sperm and egg join, their chromosomes form into pairs, making them like all the other body cells, with 2 pairs of 23 chromosomes, for a total of 46.

Visual 2: The First Week

- The egg cell and sperm cell can join in a few different ways: through vaginal sex, donation of sperm, or the help of medical technology.
- When ejaculation happens during vaginal sex without a condom, a teaspoon of semen goes in the vagina. The semen contains about 300 million sperm. Thousands enter the uterus, and travel toward the Fallopian tubes with help from the fluid in the cervix. It takes 2 days for sperm to begin reaching a Fallopian tube.
- If ovulation happened recently and an egg cell is present, one sperm cell may enter the egg. Fertilization is complete when the egg cell and sperm cell have joined.

- About half of the time, the fertilized egg continues growing. It travels down the Fallopian tube toward the uterus. (If not, the fertilized egg leaves the body with the period blood^{1,2}).
- By the fourth or fifth day, the fertilized egg is only the size of a grain of sand. It enters the uterus and attaches to the rich lining. This process is called implantation.
- Now conception is complete.

Chromosomes

- Every cell in the human body has a pair of chromosomes that help determine a person's assigned sex. Remember that egg and sperm cells only have half the chromosomes of other cells. Most egg cells have an X chromosome. Sperm cells usually have either an X or Y chromosome.
- When an egg joins a sperm with a Y chromosome, the newly formed cell usually has XY chromosomes and will have a male assigned sex.
- When an egg joins a sperm with an X chromosome, the newly formed cell usually has XX chromosomes and will have a female assigned sex.
- Sometime when an egg joins a sperm the newly formed cell has XO, XXY, XYY or XXX chromosomes. People with these sets of chromosomes are usually intersex. The doctor may assign the baby male or female sex, depending on the appearance of their genitals. About 1 out of every 2000 people has some type of intersex condition.

4. Brainstorm early signs of pregnancy

Have students brainstorm the early signs of pregnancy. Write the signs of pregnancy on the board as students suggest them, providing additional information as needed.

Provide local resources for pregnancy testing by distributing the *Sexual Health Resources* (King County, National, or the local one you developed), or clinic brochures, and review state laws for confidential pregnancy testing.

What are some common signs of pregnancy? Let's brainstorm them as a class. (Write students suggestions on the board and add information as needed.)

No period:

Most of the time, periods stop from the beginning of pregnancy, but not always.

Tender, swollen breasts:

As early as 2 weeks after conception, hormone changes may make the breasts feel tender, sore, fuller or heavier.

Feeling tired:

Hormone changes during pregnancy can make a person feel sleepy and less energetic.

Nausea:

Sometimes called "morning sickness," nausea can happen any time of the day. It also comes from the hormone changes of pregnancy. It can include vomiting or not.

Urinate more often:

The feeling of having to go to the bathroom a lot can also be a symptom of pregnancy. This sensation sometimes stops and then comes back later in the pregnancy.

If a person thinks they might be pregnant, even without any of these symptoms, they should get a pregnancy test. A pregnancy test can be done at a clinic or purchased at a drug store to be used at home. It takes about 5 minutes to get the results. At a clinic, the person pees into a cup and a medical staff person runs the test. In a home test, the person pees on the plastic stick that comes with the test. The test can be done 7-10 days after pregnancy begins.

How can people know they are getting a pregnancy test at a reliable clinic?

Answer:

- Clinic has medical staff, such as doctors, nurse practitioners or physician assistants.
- Staff will provide information about places that will help them if they choose to become a parent, have an abortion, or make an adoption plan, without giving personal opinions, or trying to promote a particular choice.

For teachers in King County, Washington:

Hand out *Sexual Health Resources in King County*.

Teens in Washington State can get a pregnancy test confidentially.

For teachers in other parts of the country:

Use *Developing a Local Sexual Health Resources List: Teacher Guide* to develop a local resource sheet or hand out *Sexual Health Resources in the U.S.* Call your local family planning clinic to acquire brochures and learn about relevant state laws. Many state laws are listed at www.guttmacher.org.

5. Briefly describe each trimester of pregnancy

Project and discuss *Visual 3*. Summarize the main events of each trimester of pregnancy, including fetal development, prenatal care and pregnancy options.

Pregnancy trimesters

For the first 2 months, the set of developing cells is called an embryo. After that, it is called a fetus. People often use the word "baby" during pregnancy, but baby refers to the time after birth. Pregnancies are often described in 3-month periods of time or "trimesters." Each trimester is made up of about 12 weeks.

The first trimester of pregnancy is the first 3 months after conception.

- *During this time, all the organs begin to develop. This is when the embryo is most at risk for damage from infections and substances such as alcohol and nicotine.³*
- *The term "prenatal care" means taking care of the pregnant person's health, which is very important right from the start of the pregnancy. Trying to eat well, rest, take vitamins, exercise, and avoid alcohol, nicotine and other drugs are all important things to do. Seeing a prenatal doctor or midwife is also important at this time.*
- *Most miscarriages happen during the first trimester. A miscarriage is when a pregnancy ends before the fetus can survive on its own. The cause for most miscarriages is not known.*
- *The first trimester is also when most abortions take place. Abortion is ending a pregnancy with the help of a doctor. It is the most common medical procedure in the United States⁴. People have many different beliefs and feelings about abortion.*

- *By the end of the first trimester, the fetus weighs about a half ounce, about the weight of 3 nickels.*

The second trimester is the next 3 months of pregnancy.

- *During this time, the organs continue to grow and mature.*
- *In the middle of the second trimester, the fetus weighs just about 1 pound, about as much as 4 sticks of butter. By the end of the second trimester, it is still unable to survive outside the uterus without extraordinary medical attention.*
- *Prenatal care is still very important at this time.*

The third trimester is the last 3 months of pregnancy until birth.

- *During this last trimester, the fetus's brain and lungs continue to mature. The fetus begins to open and close its eyes, suck its thumb, and respond to light and sound.*
- *By the end of the third trimester, when the baby is born, the average weight is 6½ pounds, about as much as 3 quarts of milk, though many babies are smaller or larger.*
- *It's important to know about laws that protect newborns. These are often called "safe haven" laws. Every state allows people in crisis to hand over their newborns to the proper authorities, such as a hospital or fire station, anonymously and without getting in trouble. The purpose of these laws is to protect infants and make sure that there is someone to take care of them.*
- *Stillbirth is the death of a baby before or during delivery. Many of the causes of stillbirth are unknown. Under 1% of babies are stillborn in the United States⁵.*

At any time in a pregnancy, an adoption plan can be made.

- *Adoption is when people become the legal parent of a child that is not their biological child. Adoption is more common than many people think; over 2% of all U.S. children are adopted.⁶ If there is an adoption plan in place, the baby will go to live with the adoptive parents after it is born.*

6. Play "Two Truths and a Lie" game

Hand out the *Two Truths and a Lie* worksheet to each student. Divide the class into teams of three to four people. The teacher reads a statement, and all the teams huddle to decide which statement is untrue (the "lie"). Teams write their answer on a piece of blank paper (1, 2 or 3), and show their answers at the same time. Each team with a correct answer gets a point. Have students correct their worksheets, after each answer is given.

Conclude the lesson.

Today we have talked about how pregnancy happens, and how people know they are pregnant. Later, we will discuss how to prevent pregnancy.

7. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

Individual Homework: Pregnancy

Family Homework: Pregnancy, available in multiple languages on the FLASH website

8. Exit ticket

Hand out the *Lesson 3 Exit Ticket*.

Questions:

Can teens get a pregnancy test confidentially at a doctor's office or clinic in this state?
Where can teens and adults get a pregnancy test in our community?

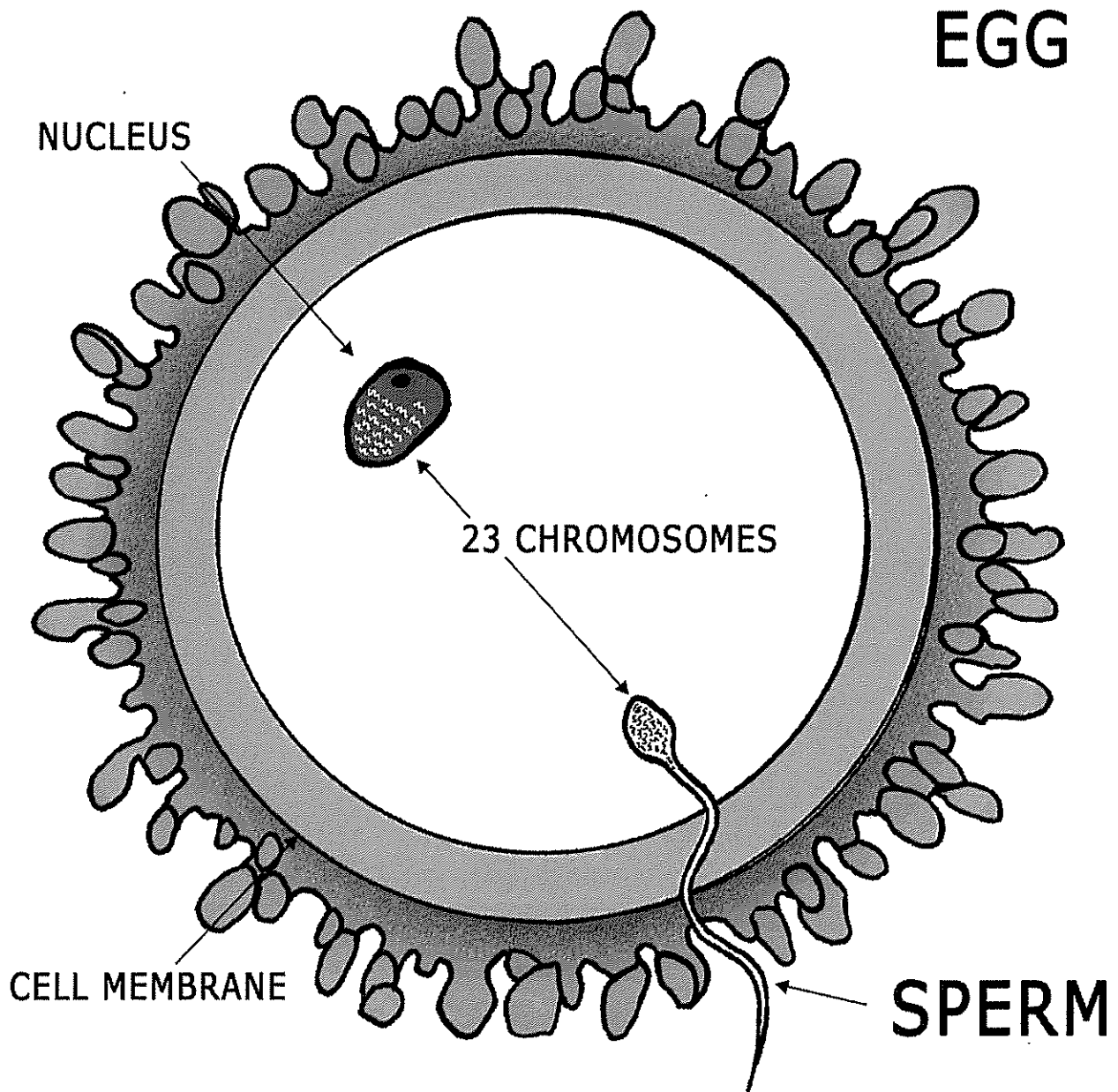
Answer: Depends on community. Use information acquired for Activity 4.

Warm Up

There are many changes to the body that happen during a pregnancy.
List as many as you can.

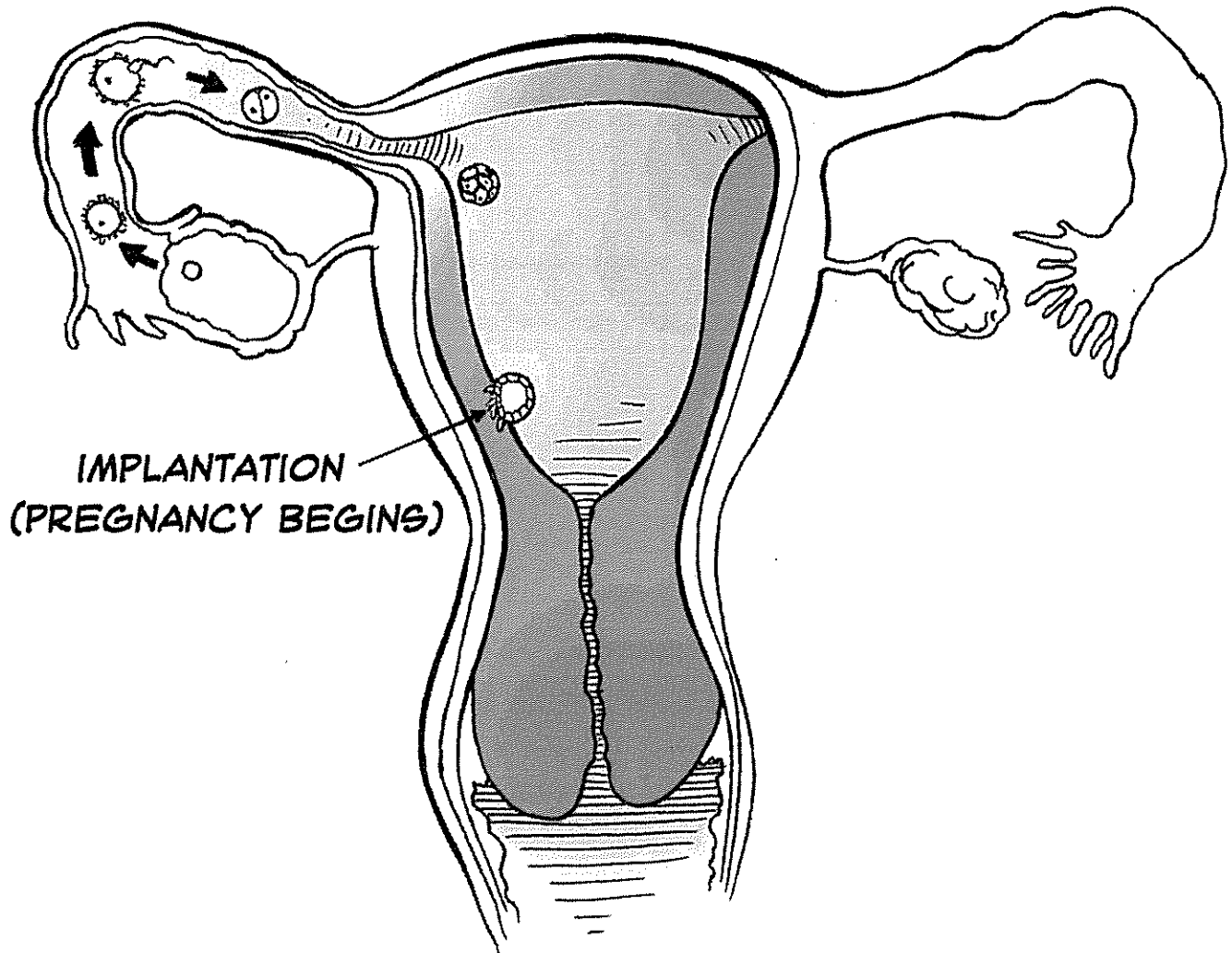
Visual 1

Sperm & Egg



Visual 2

The First Week



Visual 3

Pregnancy Trimesters

First Trimester

Conception - 3 months

major organs developing
most miscarriages happen
most abortions take place

Second Trimester

4 months - 6 months

organs keep growing and developing

Third Trimester

7 months - 9 months

brain and lungs continue to mature
under 1% of all births will be still births
birth typically during weeks 37-42

Week 1

12

22

28

40

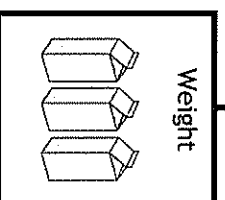
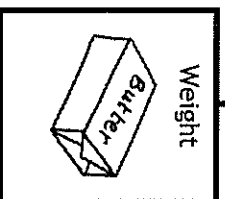
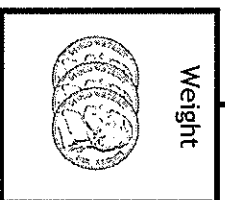
Day 1: First day of period

Week 3: Sperm and egg meet, fertilization

Week 4: Implantation

Week 5: earliest possible pregnancy test,
2 weeks after sperm and egg meet

Week 12: embryo becomes a fetus



- Prenatal care is important in every stage of a pregnancy
- An adoption plan can be made at any point in a pregnancy

Sources: Centers for Disease Control⁹, Mayo Clinic¹⁰

Sexual Health Resources In King County

Student Handout

Confidential

Teens of any age can get all the services listed on this handout confidentially in Washington State. Confidential services include birth control, condoms, emergency contraception, pregnancy tests, STD and HIV tests, prenatal care, abortion and adoption.

Birth Control and STD Clinics

These clinics have birth control, condoms, emergency contraception, pregnancy tests, STD tests and HIV tests. Services are confidential. Teens in Washington State can sign up for free birth control insurance, called Take Charge, at Public Health and Planned Parenthood.

Public Health – Seattle & King County
Free or low cost teen clinics
206-263-1505
www.teenclinic.com

Planned Parenthood Great Northwest
1-800-769-0045
www.plannedparenthood.org

- Birth control method information (World Health Organization): Scroll down to see chart.
<http://www.who.int/mediacentre/factsheets/fs351/en/>
- STD information (Centers for Disease Control): <http://www.cdc.gov/std/>
- HPV vaccine information (Centers for Disease Control): <http://www.cdc.gov/vaccines/vpd-vac/hpv/>

Help Finding a Clinic and Other Services

Community Health Access Program
(CHAP Line)
206-284-0331 or 1-800-756-5437
Also helps people apply for health insurance
chap@kingcounty.gov

Teen Link
1-866-833-6546
www.866teenlink.org

Prenatal Care

Public Health – Seattle & King County
Maternity Support Clinics and WIC
206-263-1505
www.kingcounty.gov/healthservices/health/personal/MSS.aspx

Abortion Clinics

Cedar River Clinics
(425) 255-0471
www.cedarriverclinics.org

Planned Parenthood
1-800-769-0045
<http://www.plannedparenthood.org/planned-parenthood-great-northwest>

Adoption Agencies

Amara
(206) 260-1700
<http://amaraparenting.org>

Open Adoption & Family Services
1-800-772-1115
<http://www.openadopt.org/>

Sexual Health Resources In the U.S.

Student Handout

Confidential

Click on the map to find out if sexual health services are confidential in your state.

<http://sexetc.org/action-center/sex-in-the-states/>

Birth Control and STD Clinics

There are many websites and phone numbers to help teens find birth control, condoms, emergency contraception, pregnancy tests, STD tests and HIV tests.

- Enter your zip code or call to find the nearest Planned Parenthood clinic.
www.plannedparenthood.org 1-800-230-PLAN
- Enter your zip code to find the nearest birth control clinic that is free or low cost.
<http://www.hhs.gov/opa/>
- Enter your zip code to find a clinic for HIV tests, birth control, counseling and other services.
www.aids.gov
- Enter your zip code to find the nearest place to get emergency contraception.
www.not-2-late.com
- Call your local public health department to get information about local birth control and STD clinics.
- Birth control method information (World Health Organization): Scroll down to see chart.
<http://www.who.int/mediacentre/factsheets/fs351/en/>
- STD Information (Centers for Disease Control): <http://www.cdc.gov/std/>
- HPV Vaccine Information (Centers for Disease Control): <http://www.cdc.gov/vaccines/vpd-vac/hpv/>

Help Finding a Clinic and Other Services

- Enter your address to find the nearest health clinics that are free or low cost. These clinics are for all health issues, not just sexual health.
<http://findahealthcenter.hrsa.gov/>

Prenatal Care

- Scroll to your state to find the phone number for the Women, Infants, Children (WIC) Program.
<http://www.fns.usda.gov/wic/toll-free-numbers-wic-state-agencies>
- WIC is a nutrition program that helps pregnant women, new mothers, and young children eat well, learn about nutrition and stay healthy. They also give information about where to get prenatal care.

Abortion Clinics

- Click on the map to see a list of abortion clinics in your state.
<http://prochoice.org/think-youre-pregnant/find-a-provider/>
- Call 1-877-257-0012 to find the nearest abortion clinic.
- Call 1-800-772-9100 to get more information about abortion and where to get financial help.

Adoption Agencies

- Call 1-800-772-1115 to talk with an adoption counselor at Open Adoption and Family Services.
- The phone line is open 24 hours a day.

Developing a Local Sexual Health Resources List

Teacher Guide

In order to ensure that students have access to the health care services they need, it is important for teachers to develop a sexual health resource sheet specific to their geographic area. FLASH provides a resource sheet for King County, Washington, as an example that can be used as a template. If you are not familiar with the resources in your area, the following national resources will help you in compiling a local resource sheet. If, for some reason, you cannot develop a local resource sheet, a national resource sheet has been provided for you.

FLASH recommends referring young people to clinics and agencies that are teen and LGBT friendly, culturally competent, supportive of all pregnancy options, and that consider the teen to be their primary client. When creating your local resource sheet, keep these criteria in mind.

Confidential

Individual state policies on teens accessing reproductive health care are provided by Sex, etc., a project of Rutgers University. <http://sexetc.org/action-center/sex-in-the-states/>

Birth Control and STD Clinics

To find local birth control and STD clinics, call your local health department. If you need further assistance finding clinics that offer a full array of services, the following links may be of help.

- www.plannedparenthood.org to find a local Planned Parenthood clinic
- <http://www.hhs.gov/opa/> to find a local Title X clinic
- [www.not-2-late](http://www.not-2-late.org) to find locations for accessing emergency contraception
- <http://locator.aids.gov/> to find HIV testing locations

Help Finding a Clinic and Other Services

The U.S. Department of Health and Human Services, Health Resources and Services Administration maintains a list of sliding scale or free clinics across the United States.
<http://findahealthcenter.hrsa.gov/>

Prenatal Care

To find prenatal care providers who serve teens, call your local WIC provider. The link below provides a State number, that can direct you to a local provider.
www.fns.usda.gov/wic/toll-free-numbers-wic-state-agencies

Abortion Clinics

The National Abortion Federation maintains a list of abortion providers by state.
<http://prochoice.org/think-youre-pregnant/find-a-provider/>

Adoption Agencies

Open Adoption and Family Services works with clients from across the nation. Should a client prefer a local resource, they will work with her to identify a local provider.
<http://www.openadopt.org/>

Two Truths and a Lie Activity

Name: _____

Period: _____

Directions: Each topic below has two correct statements and one false statement. With your team, circle the statements you think are false.

A. Pregnancy signs

1. Periods stop as soon as a person gets pregnant.
2. Common signs of pregnancy include breast tenderness, nausea and feeling tired.
3. Having to urinate more often than usual is common during pregnancy.

B. Pregnancy testing

1. A pregnancy test can be purchased at a drug store or done at a health clinic.
2. Pregnancy tests can show results as soon as 1 hour after conception.
3. A pregnancy test usually involves testing urine.

C. Clinics and laws (*Note: Teachers outside of Washington State will need to adapt this item.*)

1. In Washington State, a person can get a pregnancy test at any clinic or doctor's office, even if under age 18.
2. The results of a pregnancy test are kept confidential in Washington State.
3. All states have the same laws about minors (people under age 18) and reproductive health care.

D. Fertilization and conception

1. The ovum and the sperm meet in the fallopian tube.
2. Fertilization and conception usually take place within moments of vaginal sex.
3. Implantation is when the fertilized egg attaches to the lining of the uterus.

E. Prenatal care

1. Prenatal care includes avoiding nicotine, alcohol and other drugs during pregnancy.
2. Prenatal care includes seeing a doctor or midwife during pregnancy.
3. Prenatal care includes testing to find out why a person is having trouble getting pregnant.

Two Truths and a Lie - KEY

The incorrect statements (lies) are listed below and explained.

A. Pregnancy symptoms

1. "Periods stop as soon as a person gets pregnant" is the false statement. A little light bleeding is normal. If there is bleeding at any time during a pregnancy, it's important to call the prenatal doctor or midwife, to make sure everything is OK.

B. Pregnancy testing

2. "Pregnancy tests can show results as soon as 1 hour after conception" is the false statement. Urine pregnancy tests are usually accurate 7-10 days after conception, or about 2 weeks after vaginal sex.

C. Clinics and laws

3. "All states have the same laws about minors (people under age 18) and reproductive health care" is the false statement. A good way to find out the laws for your state is to call a local reproductive health clinic.

D. Fertilization and conception

2. "Fertilization and conception usually take place within moments of vaginal sex" is the false statement. Fertilization and conception can take place within several days of vaginal intercourse, depending on when an egg is present.

E. Prenatal care

3. "Prenatal care includes testing to find out why a person is having trouble getting pregnant" is the false statement. Prenatal care occurs during pregnancy. There are other terms for health care that takes place before getting pregnant.

Individual Homework: Pregnancy

Name: _____

Period: _____

Directions: Imagine that a friend has just come to you and thinks they might be pregnant. What would you say to them? Think about things you learned in today's class about pregnancy and resources.

Write them an e-mail, text or note as a supportive friend. Include information about a reliable clinic they could go to for a pregnancy test, and whether or not the law says they can go on their own. Use this page or attach it to this page.

Due: _____

Family Homework: Talking about Pregnancy

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the adult: What information did you receive about pregnancy when you were in school?

Ask the student: Tell me about some of the things you discussed in class today, including the following terms: trimester, conception and fertilization.

Adults who have been pregnant can share stories of the pregnancy with the student.



Family Homework Confirmation Slip: Talking about Pregnancy

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

Can teens get a pregnancy test confidentially at a doctor's office or clinic in this state?

Where can teens and adults get a pregnancy test in our community?

Lesson 3: Assessment Questions

1. Circle the common signs of pregnancy below.

Missed period

More frequent periods

Tender breasts

Tired

Nausea

2. What is the sure way to know a person is pregnant?

3. List at least 3 important ways to take care of health during pregnancy.

4. Which of the following clinics would most likely have reliable information and services for pregnancy, prenatal care and pregnancy options?

A. Clinics that show up on an internet search for "pregnancy"

B. Clinics with licensed medical providers, such as doctors and midwives.

C. Clinics that help their patients get prenatal care, an abortion or adoption services, without pressuring them.

Lesson 3: Assessment Key and Standards Alignment

Question	Answer	Standards
<p>1. Circle the common signs of pregnancy below.</p> <p>Missed period More frequent periods Tender breasts Tired Nausea</p>	<p>Missed period Tender breasts Tired Nausea</p>	<p>NSES: PR.12.CC.4</p>
<p>2. What is the sure way to know a person is pregnant?</p>	<p>A pregnancy test</p>	<p>NSES: SH3.12.5</p>
<p>3. List at least 3 important ways to take care of health during pregnancy.</p>	<p>Possible answers: Go to a prenatal doctor or midwife. Avoid nicotine, alcohol and other drugs. Have a healthy lifestyle (good nutrition, exercise, etc.) Take vitamins</p>	<p>NSES: PR.12.CC.5</p>
<p>4. Which of the following clinics would most likely have reliable information and services for pregnancy, prenatal care and pregnancy options?</p> <p>A. Clinics that show up on an internet search for "pregnancy"</p> <p>B. Clinics with licensed medical providers, such as doctors and midwives.</p> <p>C. Clinics that help their patients get prenatal care, an abortion or adoption services, without pressuring them.</p>	<p>Both B and C</p>	<p>NSES: PR.12.AI.3 PR.12.AI.4</p> <p>NHES: SH3.12.1 SH3.12.3</p>
<p>Exit Ticket:</p> <p>Can teens get a pregnancy test confidentially at a doctor's office or clinic in this state?</p> <p>Where can teens and adults get a pregnancy test in our community?</p>	<p>Answer depends on the community. This information is provided by the teacher in Activity 4.</p>	<p>NSES: PR.12.CC.3 PR.12.AI.3 SH3.12.6</p> <p>NHES: SH3.12.6</p>

Integrated Learning Activities

ART: Community Testing Map

Have students create a colorful map of places in your community (defined however you wish) where people can get a free and confidential pregnancy test. If you live in King County, Washington, students can go to www.teenclinic.com for more information.

SOCIAL STUDIES / CIVICS: Minors' Reproductive Rights

Help students research state laws about minors' rights to reproductive health care. Have them work in small groups or individually to compare and contrast four states of their choice and create a brief report highlighting their findings. Discuss which states have more permissive or restrictive laws around teens accessing health care on their own. Refer students to this website for help in their research: www.sexetc.org/state.

MATH: Due Dates

Ask students to calculate the end of each trimester and the estimated due date for a pregnancy when the first day of the last menstrual period was October 10, 2016 [or other current date]. Remind them to show their calculations.

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Sexual Orientation and Gender Identity

Grades 9-12, Lesson 4

Summary

Students differentiate between assigned sex, sexual orientation, sexual behavior and gender identity by matching definition strips to terms on papers hung around the room. Next, they view a short video that illustrates the ways society places expectations on people to be heterosexual. The teacher leads a class discussion to follow up, covering the ways that these expectations and pressures can be harmful to all people. Finally, students analyze a fictional advice column and apply the content they have covered in class by analyzing the response and offering their own advice.

Student Learning Objectives

The student will be able to ...

1. Differentiate between assigned sex, sexual orientation and gender identity.
2. Summarize ways that society places expectations on people to be heterosexual, cisgender, and to conform to gender norms.
3. Summarize ways to show courtesy and respect for others whose aspects of sexuality are different from one's own.

Lesson Timing

Warm up	Bell work + 2 minutes
Purpose of lesson and tone	1 minute
Definitions activity	15 minutes
Video and discussion	15 minutes
Advice column	15 minutes
Assign homework	
Exit ticket	2 minutes
Total	50 minutes

Key Concepts

Everyone has a sexual orientation and a gender identity.

A person knows their sexual orientation because of who they feel attracted to, not because of who they have sex with.

A person knows their gender identity because they feel like a boy, a girl, both, neither or somewhere in between, not because of their body parts.

People of all sexual orientations and gender identities need to know how to prevent pregnancy and STDs, either for themselves or to help a friend.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention.
SH1.12.39	Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.
SH1.12.40	Summarize why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
SH1.12.41	Summarize how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
SH1.12.42	Summarize ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SH4.12.6	Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

National Sexuality Education Standards

ID.12.CC.1	Differentiate between biological sex, sexual orientation, and gender identity and expression.
ID.12.CC.2	Distinguish between sexual orientation, sexual behavior and sexual identity.
ID.12.INF.1	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.

Rationale

This lesson is designed to help students understand that everyone has a sexual orientation and a gender identity, and to develop language to talk respectfully and competently about these aspects of sexuality. It is further designed to help students recognize that the stigma and discrimination often directed toward lesbian, gay, bisexual, transgender and queer (LGBTQ) people are harmful and limiting to everyone. This content is foundational for a comprehensive sexual health curriculum and aligns with National Health Education Standards (SHECAT) and National Sexuality Education Standards.

FLASH is inclusive of LGBTQ individuals throughout the curriculum. LGBTQ youth experience worse sexual health outcomes than their heterosexual peers, including higher rates of pregnancy, STDs and sexual violence.^{1 2 3} Evidence suggests that an LGBTQ-inclusive curriculum may help alleviate some of these outcomes.³

Every classroom has LGBTQ students and/or students who have LGBTQ loved ones.³ While a diversity of opinion still exists about the rightness or wrongness of same-sex relationships, these students must be supported and treated respectfully. The two biggest protective factors that help ensure LGBTQ students' success are the home and the school environment.

For more information on creating a welcoming and supportive school environment, see Teaching Tolerance's "Best Practices: Creating an LGBT-inclusive School Climate" at: <http://www.tolerance.org/lgbt-best-practices>.

For more information about creating a welcoming and supportive home environment, see the Family Acceptance Project's "Family Education Information" at: <http://familyproject.sfsu.edu/publications>

Materials Needed

Student Materials

- *Definition Strips*
- *Advice Column Handout*
- *Individual Homework: Advice Column*
- *Family Homework: Talking About Sexual Orientation and Gender Identity*, available in multiple languages on the FLASH website
- *Lesson 4 Exit Ticket*

Classroom Materials

- *Lesson 4 Warm Up*
- *Assigned Sex Visual*
- *Gender Identity Visual*
- *Sexual Orientation Visual*
- *Sexual Behavior Visual*
- *Discussion Questions Visual*

Teacher Preparation

1. Preview the 4-minute video “LGBT Discrimination” from Sex, etc., which imagines a world where heterosexuals are the minority. <http://sexetc.org/videos/lgbtq-discrimination/>
2. Make and hang 4 signs with the following terms around the room:
 - Assigned Sex
 - Gender Identity
 - Sexual Orientation
 - Sexual Behavior
3. Copy and cut apart the *Definition Strips*.

Activities

1. Warm up

Display warm up as bell work. Do not ask students to share their responses to the bell work and do not discuss it as a class. The purpose of this warm up is to set a favorable tone for the rest of the lesson. It is not intended to be used as a debate.

Question: Polls show that young people today are more accepting of lesbian, gay, bisexual and transgender people than ever before. Why do you think that is?

2. Introduce the lesson and review the importance of ground rules

Today we'll be talking about sexual orientation and gender identity, that is, what it means to be gay, lesbian, bisexual, queer or straight and what it means to be transgender or cisgender. From now on, I'll use the acronym LGBTQ to stand for "lesbian, gay, bisexual, transgender and queer." We'll begin with understanding those words and a few other terms.

Like the other issues we'll address in this unit, this one has personal meaning to many members of this class. In any school, there are gay, lesbian, bisexual or transgender students. There are also students who have close family members or friends who are LGBTQ. It's going to be important that we remember our ground rules and be respectful today.

3. Conduct definitions activity

Point out the signs around the room:

- Assigned Sex
- Gender Identity
- Sexual Orientation
- Sexual Behavior

Pass out the *Definition Strips* and ask students to work in pairs to tape them on the sign with the term they belong with. After students complete the activity, debrief each term one at a time, using the visuals with definitions. Debrief terms in the order they are listed in the lesson. Have students read the bullets aloud and answer any questions that arise. After explaining the terms, ask students to volunteer a definition for assigned sex, gender identity and sexual orientation, to check for understanding and reinforce learning.

(Note: If you need to review more background information about LGBTQ terminology for yourself, visit the Human Rights Campaign website at:
<http://www.hrc.org/resources/entry/sexual-orientation-and-gender-identity-terminology-and-definitions>.)

Assigned Sex

- When a baby is born, the doctor usually says the baby is male or female, depending on the appearance of the baby's genitals. This is the baby's *assigned sex*.
- *Assigned sex* can be based on a person's genitals, reproductive organs, chromosomes and hormones.
- The *assigned sex* of people with XX chromosomes is usually female.

- The *assigned* sex of people with XY chromosomes is usually male.
- The *assigned* sex of people with XO, XYY or other chromosomes is male or female depending on the appearance of their genitals. This is called intersex.

Gender Identity

- *Gender identity* is a deep feeling people have about whether they are a guy, a girl, both, neither or somewhere in between.
- People often know their *gender identity* when they are very little, before they start kindergarten, although everyone is different and some people will know when they are younger or older.
- When a person's *gender identity* is the same as their assigned sex, it is usually called cisgender.
- When a person's *gender identity* is not the same as their assigned sex, it is often called transgender. People may also identify as gender queer, gender fluid or some other *gender identity*.

Sexual Orientation

- *Sexual orientation* describes who a person is attracted to - the same gender, another gender, or all genders.
- Some examples of *sexual orientation* are gay, lesbian, bisexual, straight, queer, etc.
- *Sexual orientation* is based on who people are romantically, sexually or emotionally attracted to, not necessarily who they have sex with or make out with.

Sexual Behavior

- *Sexual behavior* describes what someone does sexually - oral, anal or vaginal sex, making out, etc.
- Sometimes *sexual behavior* matches a person's sexual orientation, and sometimes it does not. For example, a person who identifies as straight might have had sex or made out with someone of the same gender.

4. Show video

Show the video "LGBTQ Discrimination" (<http://sexetc.org/videos/lgbtq-discrimination/>)

We are going to watch a short video and then answer some questions about it. Watch closely so you can provide examples from the video when we are discussing it.

Have students work in groups of 2 or 3 to answer the following questions. Project the Discussion Questions visual for students to reference as they work in their groups. Assign the first 2 questions to one half of the class and the remaining 2 questions to the other half of the class.

Allow 3–5 minutes for students to discuss the questions in their groups before debriefing as a large group.

- In his dream, how does the main character know he's in a world where being straight is the minority?
- The main character was bullied and teased for being straight. How could that negatively impact him?

- In our society, how are people given the message that being straight is the "right" or "normal" way to be?
- How can these messages harm or limit people? (including straight, gay, lesbian, bisexual, transgender and cisgender people)

Then lead a class discussion about the ways society places expectations on people to be heterosexual and gender conforming.

In his dream, how does the main character know he's in a world where being straight is the minority?

- Sees same sex couples holding hands.
- People tease him about the photo on his phone.
- Friends ask him to explain his sexual orientation.
- Friends think he should try a different sexual orientation.

The main character was bullied and teased for being straight. How could that negatively impact him?

- Could make him feel like an outsider.
- Could make him feel pressured to change or hide who he is.
- Could make him feel bad about himself or ashamed.
- Could make him feel afraid to come to school.
- Could make him depressed or even suicidal.

In our society, how are people given the message that being straight is the "right" or "normal" way to be?

- Marriage between people of the same gender is still controversial.
- Media shows mostly heterosexual people.
- Young people are asked by parents and others if they have a boyfriend or girlfriend (presumed heterosexuality).
- Have to "come out" if you are gay, lesbian or bisexual, but not if you are straight.
- Threats, violence or discrimination directed towards LGBTQ people.

How can these messages harm or limit people (including straight, gay, lesbian, bisexual, transgender and cisgender people)?

- Straight people might feel like they have to stay away from LGBTQ people so they don't get labeled as gay.
- Makes it hard for people to be themselves.
- Harder for people to pursue their interests, especially if the interest is stereotypically associated with the other gender (for example, a boy who likes to sing, a girl who wants to be a truck driver).
- Makes people feel ashamed of who they are, especially if they are LGBTQ.
- Harder for people to wear the clothes they like or listen to music they like, especially if others think it is not the right choice for their gender.

5. Conduct advice column activity

Distribute the *Advice Column Handout* and have two volunteers read the entry from "Lonely" and the response from the advice columnist. After they've read the answer, ask the class if they think the advice given was good. Then, have students work in groups of 2 or 3 to

answer the advice column questions to give better advice. When discussing Lonely, be careful to say "Lonely" or "they." It's important that you not assign a gender to Lonely, even if the students do. Sample responses are provided in the script.

This wasn't very good advice! Let's take a few minutes to answer these questions and see if we can do better.

Do we know Lonely's gender identity or sexual orientation? Does the advice columnist make some assumptions about Lonely's gender identity and sexual orientation?

- *No, we don't know. The columnist assumes Lonely is a straight girl, but we don't know. Lonely could be a cisgender guy or girl, or a transgender person of any gender. Lonely could also be gay, lesbian, bisexual or straight.*

How does the advice columnist send the message that being straight is the preferred way to be?

- *The advice columnist assumes Lonely is a straight girl, and assumes that Lonely will be dating boys. For example, when the advice columnist says, "There are lots of boys who are interested in girls who like reading and the outdoors" it makes it seem like being straight is the only way to be.*
- *The advice columnist doesn't say anything to let Lonely know that it is OK to date someone other than boys.*

How does the advice columnist send the message that Lonely should act more feminine?

- *The advice columnist tells Lonely not to "lose touch with her feminine side."*
- *The advice columnist says that Lonely should find a way to like doing hair and makeup and talking about boys.*

What is one piece of advice you would give Lonely? Be careful not to make any assumptions about Lonely's gender identity or sexual orientation, and not to pressure Lonely to conform to gender expectations or a specific sexual orientation.

- *Be true to yourself!*
- *It's OK to find friends that have similar interests. You shouldn't feel pressured to do the things your friends are doing if you don't want to.*
- *When your friends say no one will want to date you, they are being mean.*
- *If you decide you want to go on dates, it's important to be who you are, and not pretend to like things you don't. It is hard to find people you really like if you are pretending.*
- *If you decide you want to go on dates with guys or with girls, it's best if you have things in common with them too.*
- *Sometimes people think there are certain ways guys are supposed to act and girls are supposed to act. That's not really true.*

6. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

Individual Homework: Advice Column

Family Homework: Talking About Sexual Orientation and Gender Identity, available in multiple languages on the FLASH website

7. Exit ticket

Hand out the *Lesson 4 Exit Ticket*.

Prompt: Write 1-2 sentences explaining why it is wrong to tease or bully people because of their sexual orientation or gender identity.

Possible answers:

- Could make them feel like an outsider.
- Could make them feel pressured to change or hide who they are.
- Could make them feel bad or ashamed about themselves.
- Could make them feel afraid to come to school.
- Could make them depressed or even suicidal.
- Because it is disrespectful and rude.

Warm Up

Polls show that young people today are more accepting of lesbian, gay, bisexual and transgender people than ever before. Why do you think that is?

Definition Strips

When a baby is born, the doctor usually says the baby is male or female, depending on the appearance of the baby's genitals. This is the baby's _____.

_____ can be based on a person's genitals, reproductive organs, chromosomes and hormones.

The _____ of people with XX chromosomes is usually female.

The _____ of people with XY chromosomes is usually male.

The _____ of people with XO, XXY, or other chromosomes is male or female depending on the appearance of their genitals. This is called intersex.

_____ is a deep feeling people have about whether they are a guy, a girl, both, neither or somewhere in between.

People often know their _____ when they are very little, before they start kindergarten, although everyone is different and some people will know when they are younger or older.

When a person's _____ is the same as their assigned sex, it is usually called cisgender.

When a person's _____ is not the same as their assigned sex, it is usually called transgender. People may also identify as gender queer, gender fluid, or some other _____.

_____ describes who a person is attracted to - the same gender, another gender, or all genders.

Some examples of _____ are gay, lesbian, bisexual, straight, queer, etc.

_____ is based on who people are romantically, sexually or emotionally attracted to, not necessarily who they have sex with or make out with.

_____ describes what someone does sexually – oral, anal or vaginal sex, making out, etc.

Sometimes _____ matches a person's sexual orientation, and sometimes does not. For example, a person who identifies as straight might have had sex or made out with someone of the same gender.

Visual

Assigned Sex

- When a baby is born, the doctor usually says the baby is male or female, depending on the appearance of the baby's genitals. This is the baby's assigned sex.
- Assigned sex can be based on a person's genitals, reproductive organs, chromosomes and hormones.
- The assigned sex of people with XX chromosomes is usually female.
- The assigned sex of people with XY chromosomes is usually male.
- The assigned sex of people with XO, XYY or other chromosomes is male or female depending on the appearance of their genitals. This is called intersex.

Visual

Gender Identity

- Gender identity is a deep feeling people have about whether they are a guy, a girl, both, neither or somewhere in between.
- People often know their gender identity when they are very little, before they start kindergarten, although everyone is different and some people will know when they are younger or older.
- When a person's gender identity is the same as their assigned sex, it is usually called cisgender.
- When a person's gender identity is not the same as their assigned sex, it is often called transgender. People may also identify as gender queer, gender fluid or some other gender identity.

Visual

Sexual Orientation

- Sexual orientation describes who a person is attracted to - the same gender, another gender, or all genders.
- Some examples of sexual orientation are gay, lesbian, bisexual, straight, queer, etc.
- Sexual orientation is based on who people are romantically, sexually or emotionally attracted to, not necessarily who they have sex with or make out with.

Visual

Sexual Behavior

- Sexual behavior describes what someone does sexually—oral, anal or vaginal sex, making out, etc.
- Sometimes sexual behavior matches a person's sexual orientation, and sometimes it does not. For example, a person who identifies as straight might have had sex or made out with someone of the same gender.

Visual

Discussion Questions

1. In his dream, how does the main character know he's in a world where being straight is the minority?
2. The main character was bullied and teased for being straight. How could that negatively impact him?
3. In our society, how are people given the message that being straight is the "right" or "normal" way to be?
4. How can these messages harm or limit people? (including straight, gay, lesbian, bisexual, transgender and cisgender people)

Advice Column Handout

Dear Advice Columnist

I've recently been having some trouble with my friends. It seems like we don't have very much in common lately. All they want to do is look at magazines and talk about musicians they like and think are cute, or they want to do each other's hair and makeup. I'm just not interested in that stuff! I'd rather do something outside, like go for a hike, or just read a book that I like. They think I'm weird, and they tell me that no one is ever going to want to date me. What should I do?

Lonely

Dear Lonely,

It sounds like you are going through a rough time with your friends! Are there any popular musicians that you like or think are cute? If so, maybe you could bring them up in conversation with your friends. Also, perhaps your friends would like to go on a hike with you if you also participated in the things that they like, such as doing each other's hair and makeup. As for what your friends said about dating, I don't think that is true. There are lots of boys who are interested in girls who like reading and the outdoors. As long as you are careful not to lose touch with your feminine side, I don't think you will have any trouble. I am sure this is just a bump in your friendship with these girls, just hang in there and it will likely pass.

- Do we know Lonely's gender identity? Their sexual orientation? Does the advice columnist make any assumptions about Lonely's gender identity or sexual orientation?
- How does the advice columnist send the message that being straight is the preferred way to be?
- How does the advice columnist send the message that Lonely should act more feminine?
- What is one piece of advice you would give Lonely? Be careful not to make assumptions about Lonely's gender identity or sexual orientation, and not to pressure Lonely to conform to gender expectations or a specific sexual orientation.

Individual Homework: Advice Column

Name: _____

Period: _____

Instructions: Write a response to Lonely that does not make assumptions about Lonely's gender or sexual orientation, and does not pressure Lonely to conform to gender expectations or a specific sexual orientation.

Dear Advice Columnist,

I've recently been having some trouble with my friends. It seems like we don't have very much in common lately. All they want to do is look at magazines and talk about musicians they like and think are cute, or they want to do each other's hair and makeup. I'm just not interested in that stuff! I'd rather do something outside, like go for a hike, or just read a book that I like. They think I'm weird, and they tell me that no one is ever going to want to date me. What should I do?

Lonely

Family Homework: Talking about Sexual Orientation and Gender Identity

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the adult: Do you think it is right or wrong for two guys or two girls to be in an intimate relationship? What makes it right or wrong?

Ask the student: Suppose a good friend told you they were transgender. How would you feel? What would you say or do? Why?

Ask the student: Did you used to believe any stereotypes about LGBT people that you don't believe any more? What changed your thinking?

Ask the adult: Did you used to believe any stereotypes about LGBT people that you don't believe any more? What changed your thinking?



Family Homework Confirmation Slip: Talking about Sexual Orientation and Gender Identity

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

Write 1–2 sentences explaining why it is wrong to tease or bully people because of their sexual orientation or gender identity.

Lesson 4: Assessment Questions

1. Match the following terms with their definitions:

- | | |
|-----------------------|--|
| 1. assigned sex | A. A deep feeling people have about whether they are a guy, a girl, both or neither |
| 2. sexual orientation | B. Determined by whether a person is attracted to the same gender, another gender, or all genders. |
| 3. gender identity | C. What someone does sexually, such as oral, anal or vaginal sex, making out, etc. |
| 4. sexual behavior | D. Based on chromosomes, the appearance of a person's genitals, and hormones |

2. In the movie we watched in class, "LGBT Discrimination," the main character has a dream in which he feels put down or singled out for being straight. Describe two experiences he has in the dream that make him feel this way.

3. List one way you could show respect to a person whose sexual orientation or gender identity is different than your own, and explain why this is important.

Lesson 4: Assessment Key and Standards Alignment

Question	Answer	Standard
<p>1. Match the following terms with their definitions:</p> <p>1. assigned sex 2. sexual orientation 3. gender identity 4. sexual behavior</p> <p>A. A deep feeling people have about whether they are a guy, a girl, both or neither B. Determined by whether a person is attracted to the same gender, another gender, or all genders. C. What someone does sexually, such as oral, anal or vaginal sex, making out, etc. D. Based on chromosomes, the appearance of a person's genitals, and hormones</p>	<p>1. D 2. B 3. A 4. C</p>	<p>NSES: ID.12.CC.1 ID.12.CC.2</p>
<p>2. In the movie we watched in class, "LGBT Discrimination," the main character has a dream in which he feels put down or singled out for being straight. Describe two experiences he has in the dream that make him feel this way.</p>	<ul style="list-style-type: none"> • Sees same sex couples holding hands • People tease him about the photo on his phone • Friends ask him to explain his sexual orientation • Friends think he should try a different sexual orientation <p>Other answers may also be acceptable</p>	<p>NSES: ID.12.INF.1</p>
<p>3. List one way you could show respect to a person whose sexual orientation or gender identity is different than your own, and explain why this is important.</p>	<p>Any answer that shows respect is acceptable.</p>	<p>NHES: SH1.12.39 SH1.12.41 SH1.12.42</p>

High School FLASH, 3rd edition

Exit Ticket: Write 1-2 sentences explaining why it is wrong to tease or bully people because of their sexual orientation or gender identity.	<ul style="list-style-type: none">• Could make them feel like an outsider• Could make them feel pressured to change or hide who they are• Could make them feel bad or ashamed about themselves• Could make them feel afraid to come to school• Could make them depressed or even suicidal• Because it is disrespectful and rude	NHES: SH1.12.40
Individual Homework: Advice Column	<p>Any response that conveys support is acceptable. Examples may include:</p> <ul style="list-style-type: none">• It's OK to find friends who have similar interests. You shouldn't feel pressured to do the things your friends are doing if you don't want to.• When your friends say no one will want to date you they are being mean.• If you decide you want to go on dates, it's important to be who you are, and not pretend to like things you don't. It's hard to find people you really like if you are pretending.• If you decide you want to go on dates with guys or with girls, it's best if you have things in common with them too.• Sometimes people think there are certain ways guys are supposed to act and certain ways girls are supposed to act. That's not really true.	NHES: SH4.12.6

Integrated Learning Activities

FAMILY & CONSUMER SCIENCE or SOCIAL STUDIES: Dealing with Difference

Use the 35-minute film and curriculum *Dealing with Difference: Opening Dialogue about Lesbian, Gay & Straight Issues*. This video and print curriculum package is designed to foster healthy dialogue among students about LGBT issues while informing everyone of the serious effects anti-LGBT harassment and bullying can have on all students. The package costs \$139.95 as of February 2015. <http://www.hrmvideo.com/catalog/dealing-with-difference-opening-dialogue-about-lesbian-gay-and-straight-issues>

PHYSICAL EDUCATION: It Takes a Team!

Use the 15-minute film and curriculum *It Takes a Team! Educational Campaign for LGBT Issues in Sports*. This kit includes posters, safe zone stickers, DVD and teachers' manual: <http://www.womenssportsfoundation.org/home/athletes/for-athletes/know-your-rights/coach-and-athletic-director-resources/about-itat>

SOCIAL STUDIES OR HISTORY: Social Justice Topics

Teach one of the free lesson plans on a variety of social justice topics, including LGBT issues now and in recent U.S. history, created by Project Look Sharp of the School of Humanities and Sciences at Ithaca College, a media literacy initiative. The "Gay Liberation" unit contains 3 units, complete with PowerPoint slides, student worksheets and teacher guides: <http://www.projectlooksharp.org/?action=justice>

References

¹ Centers for Disease Control and Prevention. Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9--12 --- Youth Risk Behavior Surveillance, Selected Sites, United States, 2001--2009 Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9--12 --- Youth Risk Behavior Surveillance, Selected Sites, United States, 2001--2009. <http://www.cdc.gov/mmwr/preview/mmwrhtml/ss60e0606a1.htm>

² EM Saewyc. Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal of Research on Adolescence* 21 (1), 256-272.

³ Administration for Children, Youth, and Families. Creating a Safe Space for LGBTQ Youth and Teens. <http://ncfy-learn.jbsinternational.com/course/index.php?categoryid=12>.

Undoing Gender Stereotypes

Grades 9-12, Lesson 5

Summary

Students begin by defining the word stereotype, and then complete a “gender box” activity in which they identify stereotypes and expectations placed on people because of their gender. Afterward, students analyze the pressures placed on people to conform to these expectations, including the role of harassment and homophobia. Students complete a scenario activity to identify ways these stereotypes and expectations influence people’s real-life behaviors. They conclude by challenging the stereotypes and identifying healthier options. After the lesson, the teacher administers a *Sexual Attitudes Survey*, the results of which will be shared during *Lesson 7: Coercion and Consent*.

Student Learning Objectives

The student will be able to ...

1. Analyze the influence of friends, family, media, society and culture on the expression of gender.
2. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors and relationships.
3. Name at least one way in which gender stereotypes may limit one’s ability to make healthy decisions.

Lesson Timing

Warm up	Bellwork + 2 minutes
Introduce lesson	1 minute
Define stereotypes	3 minutes
Gender box brainstorm	12 minutes
Analyze gender pressure	7 minutes
Scenario activity	17 minutes
Sexual attitudes survey	5 minutes
Assign homework	
Exit ticket	3 minutes
Total	50 minutes

FLASH Key Concepts

Everyone has the right to say who touches their body and how.

It is never okay to touch someone else if they don't want you to, or to make them touch you.

There are laws about sex that everyone must follow.

Permission or agreement is required to engage in all sexual activity.

Rigid ideas about how men and women should act are harmful and limit how people can express themselves.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention.
SH1.12.39	Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.
SH1.12.40	Summarize why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
SH1.12.41	Summarize how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
SH1.12.42	Summarize ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
SH2.12.7	Analyze how school and community affect personal sexual health practices, behaviors, and relationships.
SH2.12.2	Analyze how culture supports and challenges sexual health beliefs, practices, behaviors, and relationships.
SH2.12.3	Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships.
SH2.12.4	Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SH4.12.1	Demonstrate effective communication skills to promote sexual health and healthy relationships.
SH4.12.3	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.

SH4.12.6	Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
SH5.12.4	Analyze how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.

National Sexuality Education Standards

PD.12.INF.1	Analyze how friends, family, media, society and culture can influence self-concept and body image.
ID.12.INF.1	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.
ID.12.SM.1	Explain how to promote safety, respect, awareness and acceptance.
HR.12.INF.1	Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship.
PS.12.INF.2	Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

Rationale

Theoretical Basis for Sexual Violence Prevention Lessons

The prevention of sexual violence is both a behavioral goal of FLASH in its own right, and an important strategy for preventing teen pregnancy and STDs. Sexual violence is correlated with a host of acute and chronic health problems - amplified by high rates of victimization in the United States.¹ Sexual violence is also strongly linked to teen pregnancy and STDs. Pregnant teens have higher rate of previous sexual assault, as do teens who begin having intercourse at a young age, increasing their risk of teen pregnancy and STDs.^{2 3 4 5} Moreover, young teens with much older male partners have greatly increased risk of pregnancy.^{6 7} Clearly, effective sexual violence prevention can reduce suffering and improve outcomes across many domains of health.

Sexual violence prevention programs have not been evaluated to the same extent as programs that reduce teen pregnancy and STDs. In the fields of public health and sexual violence prevention, the recommended approach to reduce sexual violence is to address “upstream” risk factors for perpetration.⁸ FLASH's sexual violence prevention lessons address the risk factors for perpetration identified by the CDC⁹ that are amenable to change through a school-based curriculum:

- Hostility towards women
- Hypermasculinity (exaggerated adherence to traits stereotypically attributed to men)
- General tolerance of sexual violence within the community
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness

Significantly, strategies to prevent victimization (e.g. how women can avoid risky situations for sexual assault) and to increase empathy for victims of sexual violence have had mixed results.⁸ These approaches were also shown to have the unintended consequence of strengthening participants' beliefs in rape myths (e.g. women are responsible for being raped).⁸ This further underscores the need to focus prevention efforts on reducing perpetration.

The CDC risk factors are specific to male-on-female violence. Importantly, research links these same risk factors to same-sex sexual harassment and sexual violence targeted at LGBT young people.¹⁰ While the majority of sexual violence is perpetrated by men against women, there is much more to be learned about the risk factors for sexual violence perpetrated by women against men, and sexual violence perpetrated against someone of the same gender.

Lesson 5, Undoing Gender Stereotypes

Undoing Gender Stereotypes is the foundation for FLASH's sexual violence prevention lessons. This lesson strives to prevent perpetration of sexual assault by addressing the risk factors for perpetration identified by the CDC: hypermasculinity; societal norms that support male superiority and sexual entitlement; and societal norms that maintain women's inferiority and sexual submissiveness.¹ The lesson allows students to uncover the unhealthy consequences of rigid gender norms,¹ and to develop health-enhancing alternatives. This is the first of a four-part series of lessons which includes *Undoing Gender Stereotypes*, *Healthy Relationships*, *Coercion and Consent* and *Online Safety*. All of the lessons are designed to prevent the perpetration of sexual violence.

Materials Needed

Student Materials

- *Gender Boxes Worksheet*
- *Traditional Gender Expectations*
- *Gender Expectations Scenarios*
- *Sexual Attitudes Survey*
- *Individual Homework: Thinking About Gender Stereotypes*
- *Family Homework: Talking About Gender Stereotypes*, available in multiple languages on the FLASH website
- *Lesson 5 Exit Ticket*

Classroom Materials

- *Lesson 5 Warm Up*

Teacher Materials

- *Gender Expectations Scenarios Answer Key*

Teacher Preparation

Important Note: Be sure to do this tonight to prepare for *Lesson 7: Coercion and Consent*.

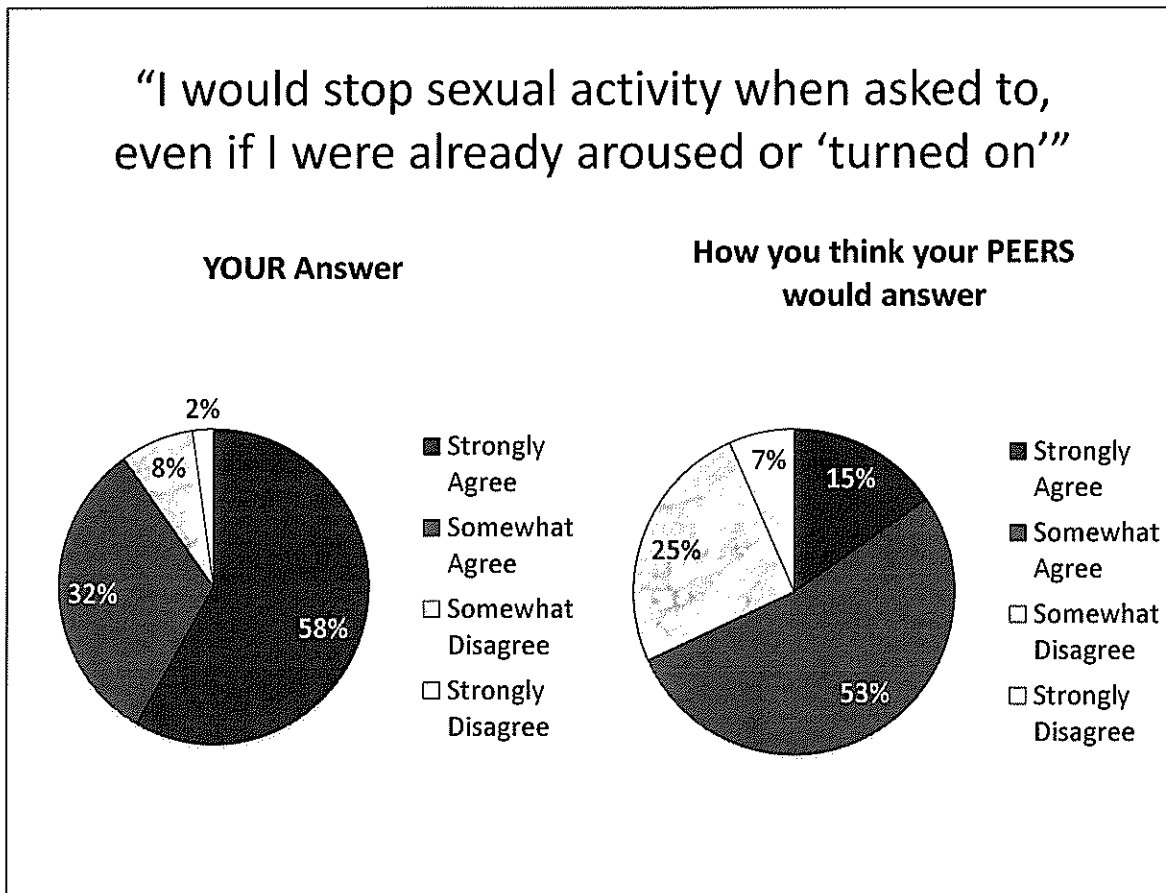
Tally the results of the *Sexual Attitudes Survey* or have a teaching assistant do so. Plan to display results for a few items from the survey, particularly the ones where students answered most favorably, i.e. where the majority agreed with the statement.

Here are instructions for turning the results into pie graphs in order to present them to the class:

1. Open PowerPoint and click on "Insert" on your toolbar.
2. Click on "Chart".
3. Choose "Pie" chart.
4. Once you click on "Pie" chart, Excel will open. Title chart "Your Answer."
5. Fill in "Strongly Agree," "Somewhat Agree," "Somewhat Disagree," and "Strongly Disagree" in the left column.
6. In the next column, fill in the number of students that answered to the corresponding choice.
7. When finished inputting all data, press "Enter."
8. The data will appear in a pie chart back on PowerPoint. See example.

9. To change colors of the chart, right click on the specific piece of the pie, and “fill” the piece with your color of choice. (You may want to make “Strongly Agree” and “Somewhat Agree” in similar colors; same with “Somewhat Disagree” and “Strongly Disagree”)
10. To insert second chart, click “Insert” from top menu, then click on “Chart.” You will need to resize your first chart in order to fit the second chart on the same slide. This way, students can compare side by side their answer vs. how they thought their peers would answer the same question.
11. Follow directions 3 to 10 above for the second chart. Title it “What you think your peers would answer.”
12. Click on “New Slide” to create charts for the next item on the survey. Follow directions 2 to 12 with the survey data for all of the items you wish to share with students.

Example



Activities

1. Warm up

Display warm up as bell work.

Prompt: Define the word *stereotype*, in your own words. Please give a definition, not an example.

2. Introduce lesson

For these next few lessons we will be learning about decision making, and how good decision making can help us in our relationships and in taking care of our health. Today we will be talking about gender stereotypes. This is the first lesson in a series of four lessons that focus on healthy relationships. Our beliefs about gender affect how we treat each other in relationships. This lesson is the foundation for the next three lessons, which focus on communication skills and sexual violence prevention.

3. Define stereotypes

Have the students define the term *stereotype*. Summarize their comments by providing the following definition: a stereotype is an assumption or widely held belief about an entire group of people.

To help students understand the concept of stereotypes, ask them for examples of stereotypes of teens. Conclude by stating that stereotypes are often hurtful and are never true for all members of a group.

Let's start with a brainstorming activity about stereotypes. Can someone give me a good basic definition of stereotype?

Great, a stereotype is an assumption or widely held belief about an entire group of people.

Now let's figure out a few things about stereotypes. What are some examples of stereotypes about teens? What do adults assume about teens? What about drinking and drugs? What about sex? (Be sure to include these stereotypes about teens: they are lazy, stupid, and all have sex, drink and use drugs.)

Are these stereotypes flattering? No. Usually stereotypes are hurtful. Even ones that seem harmless at first end up being harmful because we expect everyone in that group to have that characteristic.

Do you think there are teens who fit these stereotypes? For example, are there teens who are lazy or have sex? Of course! Does that make this stereotype true, then, for all teens? No.

These are some things to keep in mind today as we talk about gender stereotypes: stereotypes are often hurtful, and they are never true for all members of a group. As we talk about gender stereotypes today, we'll be discussing some of the hurtful assumptions, words and slurs that can come from these stereotypes. I want to remind

everyone of our ground rules and ask everyone to be respectful as we work through this together.

4. Facilitate gender box brainstorm

Draw two large squares next to each other on the board. Make sure there is plenty of room to write both inside and outside of the boxes. Write "Act Like a Man" directly above the top of the left square (see *Gender Boxes Worksheet*) and "Act Like a Lady" directly above the top of the right square.

Hand out the *Gender Boxes Worksheet*. Ask students for stereotypes or expectations of men, prompting them to think about media messages as well as messages from friends and family. Write student responses inside the "Act Like a Man" box. If students are stuck, ask clarifying questions. Have students fill out the worksheet as the class completes the activity.

Every day we get messages about what it means to be a man or woman. Where are some of the places we get these messages? (Possible answers: from movies, TV shows, commercials, school, our families and our religions.)

If someone is told to "act like a man," what does that mean? What are some of the stereotypes or expectations our society has about how men should act? Think about movies, songs, video games, television. You don't need to raise your hands - just call out your answers, and I'll write them down. Be sure to take notes on your worksheets as we go because you will need this information for your homework.

- *How do people think guys are supposed to act?*
- *What do people think guys are supposed to look like?*
- *Are guys supposed to have feelings? (If students say no, ask if there are any feelings that are OK for guys to have and look for the answers anger and "horny".)*
- *If we were watching a movie, what would the leading man in the movie be like?*
- *Who are guys supposed to date (what gender)? How do guys treat the girls they date?*
- *How do they treat other guys?*
- *What about sex? Are guys supposed to want sex or not want sex? Have sex or not have sex?*
- *What about money? Do guys make money or spend money?*
- *How are guys supposed to spend their time?*
- *Think about toys that are marketed toward boys and girls. What sorts of things do those toys teach people about how men should be, or what they should be interested in?*

Make sure the "Act Like a Man" box includes the following words or ideas (even if you have to add them yourself): tough, in charge, sexually in control and/or initiators of dating and sex.

After 10-15 responses, transition to the "Act Like a Lady" box. Ask students for stereotypes or expectations of women, again prompting them to think about media messages as well as messages from friends and family. Write student responses inside the "Act Like a Lady" box. If students are stuck, ask clarifying questions. Have students fill out the worksheet as the class completes the activity.

Now it's time to discuss stereotypes about women. We'll do the same thing that we did for the "Act Like a Man" box, so let's start with what it means for someone to "act like a lady." You shout out the answers and I'll write them down.

- How do people think girls are supposed to act?
- What do people think girls are supposed to look like?
- Are girls supposed to have feelings? What kinds of feelings do they have?
- If we were watching a movie, what would the leading woman in the movie be like?
- Who are girls supposed to date (what gender)? How do girls treat the guys they date?
- How do they treat other girls?
- What about sex? Are girls supposed to want sex or not want sex? Have sex or not have sex?
- What about money? Do girls make money or spend money?
- How are girls supposed to spend their time?
- Again, think about toys that are marketed toward boys and girls. What sorts of things do those toys teach people about how women should be, or what they should be interested in?

Make sure the "Act Like a Lady" box includes the following words or ideas (even if you have to add them yourself): submissive and/or weak, emotionally unstable and/or irrational, and some mention of the sexual double standard women are held to (e.g., needing to be sexually attractive or sexy while also being virgins or not too sexy).

Note: Completed worksheets will be essential to the homework assignment. If students become frustrated and point out that these stereotypes aren't true for everyone, reinforce that idea and remind them of the definition of a stereotype. Prompting questions are provided in the scripts.

5. Analyze gender pressures

Explain that now students will be looking at the pressures that are placed on people to conform to these expectations. Tell students to stop taking notes on their worksheets because you don't want them to write hurtful words on their sheets. Explain that now the class is going to think about the words guys and girls are sometimes called when they step outside of their gender boxes.

Start with the "Act Like a Man" box. Ask the following questions, and write two or three responses to each question around the outside of the box.

- If this is how a guy is supposed to act, then what kinds of things is a guy called if he steps outside of this box? What names might people call him?
- For example, what if a guy gets hurt and starts to cry?
- What if he isn't always interested in sex?
- What if he doesn't want to be in charge or always make the decisions?

Then, transition to the "Act Like a Lady" Box. Ask the following questions, and write two or three responses to each question around the outside of the box.

- If this is how a girl is supposed to act, then what kinds of things is a girl called if she steps outside of this box? What names might people call her?

- For example, what if a girl has had several boyfriends, or if people think she's had sex with several guys?
- What if a girl is tough, or wants to make the decisions?
- What if a girl doesn't want to go out with a guy who likes her, or if she shows that she feels confident in herself?

Be sure the board reflects words to represent 3 broad categories for the "Act Like a Man" box:

- Words and slurs about being gay (fag, gay, queer, etc.)
- Words and slurs about being a girl or like a girl (pussy, girl, bitch, etc.)
- Words and slurs about being weak (weak, wimp, sissy, etc.)

Be sure the board reflects words to represent 3 broad categories for the "Act Like a Lady" box:

- Words and slurs about being gay (lesbian, dyke, etc.)
- Words and slurs about a girl's sexuality (slut, ho, prude, etc.)
- Slurs used for girls and women (bitch, cunt, etc.)

Finish by discussing how the hurtful words that men and women are called when they step outside the boxes are limiting and harmful. Point out that other people's judgments, and these mean words, put a lot of pressure on both guys and girls to stay in their gender boxes and act the way society thinks they should.

Debrief the final portion of the activity by naming the themes in the words.

Many of these words are hurtful or offensive words about gay and transgender people.

- *Fear, discomfort and hatred of gay, lesbian and trans people is called homophobia or transphobia. Homophobia and transphobia can put gay, lesbian and trans people in danger because sometimes people act out violently based on their fears.*
- *Homophobia and transphobia also affect people who are not gay, lesbian, bisexual or transgender by pressuring them to fit these strict gender expectations.*
- *Homophobic words are the main words used to reinforce gender stereotypes.*
- *These words also reinforce harmful stereotypes about gay and lesbian people, and can cause people to act in stereotypical ways out of fear that they will be labeled as gay or lesbian.*

When guys don't fit within their stereotypes, they are often labeled as girls, or with words stereotypically associated with girls.

- *This implies that they are weak and submissive (since women are perceived as weak and submissive).*
- *This also implies that women are weaker and lesser than men.*

When girls don't fit within their stereotypes, they are often labeled with words about their looks or their sexuality.

- *Girls can't win when it comes to their sexuality or perceived sexual behaviors. They are either "sluts" or "prudes."*
- *There really aren't any corresponding words around sexuality for guys. This creates a big double standard for guys and girls.*

If students point out words that are used to label men sexually, such as "player," remind them that these are usually not seen as negative words, and are in fact frequently used positively. This distinguishes them from the words used to label girls' sexuality.

6. Facilitate small-group scenario activity

Distribute the *Traditional Gender Expectations* handout and the *Gender Expectations Scenarios* worksheet. Have the students read the first paragraph on the *Traditional Gender Expectations* handout aloud and then give them a minute to read through the rest to themselves.

Transition to the scenarios activity. Let students know the purpose of this activity is to challenge gender expectations. Read the example scenario on the *Gender Expectations Scenarios* worksheet out loud and debrief.

"Bruno is feeling sad and hurt because his girlfriend broke up with him, but when his friends ask him how he is, he says he's glad they broke up and that he never cared about her anyway."

Which traditional expectation of men is likely influencing Bruno's actions?

- tough

What problems could this expectation cause for Bruno?

- not able to share his feelings
- he could get depressed
- not able to get support from his friends

What advice would you give to Bruno to challenge this gender expectation?

- be honest about his feelings
- share what he's going through
- get support

Break the class into small groups and assign each group one of the remaining scenarios. Instruct them to work on it as a group and let them know they will be sharing their answers with the whole class. They will use the gender expectations from the *Traditional Gender Expectations* handout to fill out their worksheets.

Allow time for groups to complete their work, then have them report back to the class. See the *Gender Expectations Scenarios Key* to help debrief the activity.

Wrap up the lesson by praising students for their good work in challenging gender stereotypes and expectations.

7. Administer Sexual Attitudes Survey

Explain that students will be taking an anonymous short survey about sexual attitudes that will be used in a future lesson. Distribute the *Sexual Attitudes Survey*.

I want to take just a moment to give you all a survey to complete. The survey has 5 statements, each with two columns next to it. The first column is for you to record how YOU

feel about the statement, and the second column is for you to record how you think other people YOUR AGE would answer the question.

There are no right or wrong answers. Just write what you honestly think and DO NOT put your name on the survey.

I will collect the surveys as soon as you are done. I'll report the answers back to you in a couple of days, when we do a different FLASH lesson.

Note: Be sure to tally the results of the *Sexual Attitudes Survey* this evening or as soon as possible, so that you will have time to create displays of the key results. See the Teacher Preparation for full instructions.

8. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

Individual Homework: Thinking About Gender Stereotypes

Family Homework: Talking About Gender Stereotypes, available in multiple languages on the FLASH website

9. Exit ticket

Hand out the *Lesson 5 Exit Ticket*.

Prompt: Think about one stereotype we talked about today that comes from the media. Write 1 or 2 sentences explaining how the media creates or reinforces that stereotype.

Answers will vary.

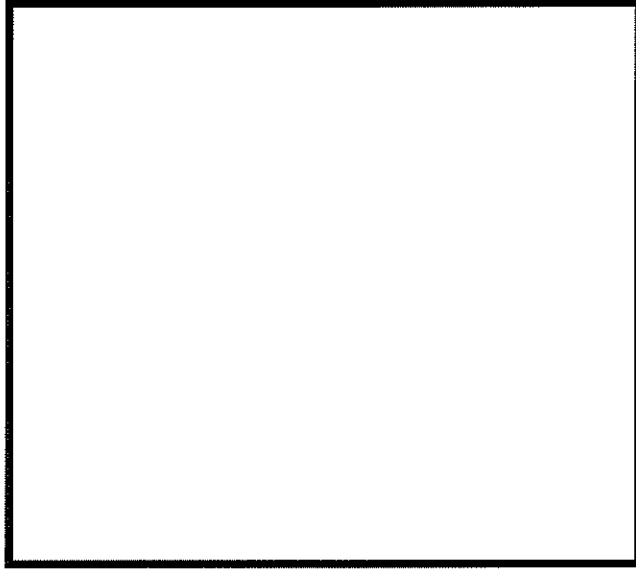
Warm Up

Define the word *stereotype*, in your own words.

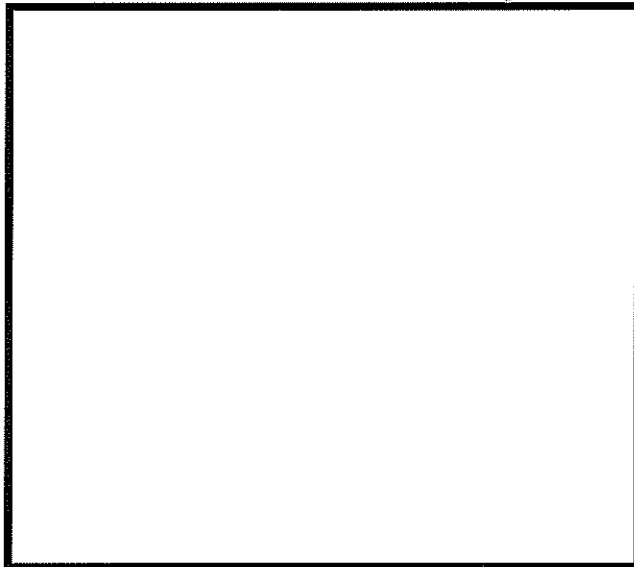
Please give a definition, not an example.

Gender Boxes Worksheet

“Act Like a Man”



“Act Like a Lady”



Traditional Gender Expectations

Gender stereotypes are very common in U.S. culture, as well as many cultures worldwide. They are rigid ideas about how people should act, based on their gender. Gender stereotypes can be harmful to men and women. They can pressure people to stay in the “gender box,” which is limiting.

When people believe the stereotypes it can lead to treating other people badly, or to making poor health decisions. In extreme cases, gender stereotypes can make sexual violence more likely to happen.

Individuals and families may not hold to these traditional gender expectations, but the expectations are so common they can influence people without their even knowing it. Many young people today see the harm these stereotypes can cause and are challenging them.

Traditional Expectations of Men

Tough - Men are expected to be tough and not show weakness, even when they are in danger or hurt. Men are expected to act and dress manly. Men are expected to sometimes settle problems with violence.

In charge - Men are expected to be decision makers, including in relationships. Men are expected to be dominant.

Sexually in control - Men are expected to be the initiators of dating and sex. Men are expected to always want sex. They are taught to believe that women want sexual attention from them.

Traditional Expectations of Women

Submissive or weak - Women are expected to do what others say. Women are expected to be weaker than men, both physically and emotionally.

Emotionally unstable or irrational - Women are labeled as being hormonal, moody, jealous, clingy and dramatic. Women are perceived as unstable and not able to be in control of major decisions.

Sexually available / sexually pure - Women are expected to live up to two conflicting values. They are expected to be virgins, but also to be sexually available and experienced. Women's value is based largely on their sexuality and beauty. They are labeled "sluts" if they are perceived to dress in sexy ways or be interested in sex. They are labeled "teases" if they do not want to have sex.

Gender Expectations Scenarios

Instructions: Complete the example scenario with the whole class. Be sure to fill in the answers on your sheet. You will complete one of the other scenarios with your group.

EXAMPLE: Bruno is feeling sad and hurt because his girlfriend broke up with him, but when his friends ask him how he is, he says he's glad they broke up and that he never cared about her anyway.

Which traditional expectation of men is likely influencing Bruno's actions?

What problems could this expectation cause for Bruno?

What advice would you give to Bruno to challenge this gender expectation?

1. **On Saturday night, Aleesha had sex with her girlfriend even though she wasn't in the mood because she didn't want to hurt her girlfriend's feelings.**

Which traditional expectation of women is likely influencing Aleesha's actions?

How might Aleesha feel in this situation?

What problems could this expectation cause for Aleesha?

What advice would you give to Aleesha to challenge this gender expectation?

2. **When Jenny tells her boyfriend Rafael she's mad at him because he hasn't returned her calls, he asks her if she is on her period.**

Which traditional expectation of women is likely influencing Rafael's actions?

What problems could this expectation cause for Rafael in this situation?

What advice would you give to Rafael to challenge this gender expectation?

3. **Adriana has been going out with her boyfriend for 6 months. Her cousin Jorge is visiting from out of town, so she goes out to the movies with him on Friday night. Some teens from school see her with Jorge, and when she comes to school on Monday morning those people start calling her a slut.**

Which traditional expectation of women is likely influencing the teens at school who are calling Adriana a slut?

How might Adriana feel in this situation?

What problems could this expectation cause for the teens who are calling Adriana a slut?

What advice would you give to the teens at school to challenge this gender expectation?

4. **When Jin and his girlfriend talk about what do on their date, Jin always makes the final decision.**

Which traditional expectation of men is likely influencing Jin's actions?

What problems could this expectation cause for Jin?

What advice would you give to Jin to challenge this gender expectation?

5. **Cooper tells his girlfriend that he wants to have sex tonight, but doesn't ask her what she wants.**

Which traditional expectation of men is likely influencing Cooper's actions?

What problems could this expectation cause for Cooper?

What advice would you give to Cooper to challenge this gender expectation?

Gender Expectations Scenarios Key

Instructions: Complete the example scenario with the whole class. Be sure to fill in the answers on your sheet. You will complete one of the other scenarios with your group.

EXAMPLE: Bruno is feeling sad and hurt because his girlfriend broke up with him, but when his friends ask him how he is, he says he's glad they broke up and that he never cared about her anyway.

Which traditional expectation of men is likely influencing Bruno's actions?

- *tough*

What problems could this expectation cause for Bruno?

- *not able to share his feelings; get depressed; not able to get support from his friends*

What advice would you give to Bruno to challenge this gender expectation?

- *be honest about his feelings; share what he's going through; get support*

1. **On Saturday night, Aleesha had sex with her girlfriend even though she wasn't in the mood because she didn't want to hurt her girlfriend's feelings.**

Which traditional expectation of women is likely influencing Aleesha's actions?

- *passive/weak*

How might Aleesha feel in this situation?

- *bad or ashamed that she had sex even though she didn't want to; confused; angry, sad; like she can't talk to her girlfriend*

What problems could this expectation cause for Aleesha?

- *could end up doing things she doesn't feel good about; could have problems with her girlfriend*

What advice would you give to Aleesha to challenge this gender expectation?

- *don't feel pressured to have sex if you don't want to; share what you do or do not want to do with your girlfriend*

2. **When Jenny tells her boyfriend Rafael she's mad at him because he hasn't returned her calls, he asks her if she is on her period.**

Which traditional expectation of women is likely influencing Rafael's actions?

- *emotionally unstable*

What problems could this expectation cause for Rafael in this situation?

- *Jenny could get mad at him; she could break up with him, she could lose respect for him*

What advice would you give to Rafael to challenge this gender expectation?

- *don't ask if someone is on their period because they are angry; recognize that people have a variety of emotions not caused by hormones; try to be more understanding; don't dismiss your girlfriend's concerns*

3. **Adriana has been going out with her boyfriend for 6 months. Her cousin Jorge is visiting from out of town, so she goes out to the movies with him on Friday night. Some teens**

from school see her with Jorge, and when she comes to school on Monday morning those people start calling her a slut.

Which traditional expectation of women is likely influencing the teens at school who are calling Adriana a slut?

- *sexually available/sexually pure*

How might Adriana feel in this situation?

- *hurt, embarrassed, angry, sad*

What problems could this expectation cause for the teens who are calling Adriana a slut?

- *calling someone a slut perpetuates the expectation and they might get called sluts at another time; could get in trouble; could lose Adriana's friendship; might feel bad later for hurting someone*

What advice would you give to the teens at school to challenge this gender expectation?

- *don't call people names; don't make assumptions; think about how you'd feel in that situation*

Note: Students may want to give advice to Adriana. Be sure to point out that, however, while it's OK to say that Adriana could clarify that she was at the movies with her cousin, she shouldn't have to defend herself. It's important to make sure the points of "not calling people sluts" and "not making assumptions" are made.

4. When Jin and his girlfriend talk about what do on their date, Jin always makes the final decision.

Which traditional expectation of men is likely influencing Jin's actions?

- *in charge*

What problems could this expectation cause for Jin?

- *his girlfriend might be get mad at him, might break up with him, she might have good ideas they never get to try out*

What advice would you give to Jin to challenge this gender expectation?

- *share decision making with girlfriend, take turns making decisions*

5. Cooper tells his girlfriend that he wants to have sex tonight, but doesn't ask her what she wants.

Which traditional expectation of men is likely influencing Cooper's actions?

- *sexually in control*

What problems could this expectation cause for Cooper?

- *his girlfriend might break up with him, he could commit rape*

What advice would you give to Cooper to challenge this gender expectation?

- *ask her if she wants to have sex, only have sex if his girlfriend also wants to*

Sexual Attitudes Survey

Instructions: Rank each of the following 5 statements. In the first column, record how strongly *you* agree or disagree with each of them. In the second column, record how strongly you believe *other people your age* would agree or disagree with the statement. There are no right or wrong answers. Just write what you honestly think. DO NOT put your name on this survey.

Statement	YOUR answer	How you THINK YOUR PEERS would answer
1. I would stop sexual activity when asked to, even if I were already aroused or turned on.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
2. It is important to get consent, or permission, before sexual touch with a partner.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
3. I think people should stop the first time their partner says no to sexual activity.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
4. Even if two people have had sex in the past, it's still important to make sure the other person is giving consent the next time they want to have sex.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
5. In a sexual relationship, it's important for partners to talk about what they are comfortable with and respect the other person's boundaries.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree

This survey was adapted with permission from "Violence Related Behaviors and Beliefs (VRBB) Insert" created by Western Washington University's Prevention and Wellness Services.

Individual Homework: Thinking About Gender Stereotypes

Name: _____

Period: _____

Instructions: Review the *Traditional Gender Expectations* handout you received today in class.

The gender stereotypes listed on your handout:

- Men are expected to be tough, in charge, sexually in control.
- Women are expected to be submissive or weak, emotionally unstable or irrational, sexually available/sexually pure.

Write one paragraph about **ONE** of the following. Be sure to discuss the stereotypes on the handout in your response.

1. Describe a movie, show or video game that you think really highlights gender stereotypes and explain how this example uses these stereotypes. Discuss what ways, if any, people can challenge gender stereotypes they see in this form of media.
2. Describe a time when you felt pressure to act in a certain way because of your gender. Review the *Traditional Gender Expectations* handout to help you think of an example. In your paragraph, please explain whether you were able to challenge the gender stereotype and how.

Family Homework: Talking about Gender Stereotypes

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Student: Show and explain the completed *Gender Boxes Worksheet* with your trusted adult.

Ask each other:

- What surprised you about these gender boxes?
- What did not surprise you?
- Did you learn anything about me from having this discussion? If so, what?



Family Homework Confirmation Slip: Talking about Gender Stereotypes

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

Think about one stereotype we talked about today that comes from the media.

Write 1 or 2 sentences explaining how the media creates or reinforces that stereotype.

Lesson 5: Assessment Questions

Read the following scenario and answer the questions using the *Traditional Gender Expectations* handout.

Belinda and Joe have been dating for several months. Joe would like to wait to have sex, but he thinks he needs to have sex with Belinda soon or she will think there is something wrong with him. Belinda also wants to wait, but if Joe makes a move she thinks she will probably have sex with him because she doesn't want him to leave her or get mad at her.

1. What traditional gender expectations are likely influencing Belinda and Joe's actions?
2. Do you think it is likely or unlikely that Joe and Belinda will have sex, even though neither of them wants to? Why?
3. If these traditional gender expectations didn't exist, how would this situation be different?

Lesson 5: Assessment Key and Standards Alignment

Question	Answer	Standard
<p>Read the following scenario and answer the questions using the <i>Traditional Gender Expectations</i> handout.</p> <p>Belinda and Joe have been dating for several months. Joe would like to wait to have sex, but he thinks he needs to have sex with Belinda soon or she will think there is something wrong with him. Belinda also wants to wait, but if Joe makes a move she thinks she will probably have sex with him because she doesn't want him to leave her or get mad at her.</p> <p>1. What traditional gender expectations are likely influencing Belinda and Joe's actions?</p> <p>2. Do you think it is likely or unlikely that Joe and Belinda will have sex, even though neither of them wants to? Why?</p> <p>3. If these traditional gender expectations didn't exist, how would this situation be different?</p>	<p>1. What traditional gender expectations are likely influencing Belinda and Joe's actions?</p> <ul style="list-style-type: none"> • Belinda: Sexually available/pure and/or submissive and weak • Joe: Sexually in control and/or in charge <p>2. Do you think it is likely or unlikely that Joe and Belinda will have sex, even though neither of them wants to? Why?</p> <ul style="list-style-type: none"> • It is likely because these expectations are shaping their behavior and making them feel pressured. • <i>Also acceptable:</i> It is unlikely if they realize these expectations are influencing them and change their behavior <p>3. If these traditional gender expectations didn't exist, how would this situation be different?</p> <ul style="list-style-type: none"> • They'd feel able to talk to each other. • They'd be able to act based on what they both want, without outside pressure. • They wouldn't feel pressured to have sex. • They'd be able to be themselves. • They could make healthier decisions. 	<p>NHES: SH2.12.7 SH2.12.2 SH2.12.3 SH2.12.4</p>
<p>Exit Ticket: Think about one stereotype we talked about today that comes from the media. Write 1 or 2 sentences explaining how the media creates or reinforces that stereotype.</p>	<p>Any stereotype covered in class is acceptable</p>	<p>NSES: PD.12.INF.1 ID.12.INF.1</p> <p>NHES: SH5.12.4</p>

Integrated Learning Activities

ART: Gender Collages

Have students make collages about gender stereotypes, using images and words cut out of magazines. Or have them work together to make a larger class collage.

LANGUAGE ARTS: Expressing Gender Pressures

Have students write spoken word pieces, poems or song lyrics about unrealistic gender stereotypes and the pressure a person might feel to conform to strict gender roles. Arrange for a time for them to share their work with the class.

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Healthy Relationships

Grades 9-12, Lesson 6

Summary

The lesson begins with students identifying how they want to be treated by a girlfriend or boyfriend. They then review the signs of healthy, unhealthy and abusive relationships, and practice identifying these signs in two relationship vignettes. The lesson concludes with student volunteers acting out a communication skills demonstration, while the rest of the class offers advice to the actors, applying the skills learned in the lesson.

Student Learning Objectives

The student will be able to ...

1. Summarize the qualities of a healthy dating relationship.
2. Demonstrate effective strategies to avoid or end an unhealthy relationship.
3. Demonstrate effective communication strategies to prevent, manage or resolve interpersonal conflicts.

Lesson Timing

Warm up	Bell work + 2 minutes
Introduce lesson	2 minutes
Lead group activity	12 minutes
Analyze scenarios	12 minutes
Communication skills demonstration	20 minutes
Assign homework	
Exit ticket	2 minutes
Total	50 minutes

FLASH Key Concepts

Everyone has the right to say who touches their body and how.

It is never okay to touch someone else if they don't want you to, or to make them touch you.

There are laws about sex that everyone must follow.

Permission or agreement is required to engage in all sexual activity.

Rigid ideas about how men and women should act are harmful and limit how people can express themselves.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention.
SH1.12.1	Explain how to build and maintain healthy family and peer relationships.
SH1.12.2	Analyze characteristics of healthy relationships.
SH1.12.3	Summarize the qualities of a healthy dating relationship.
SH1.12.4	Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
SH1.12.8	Analyze the factors that contribute to engaging in sexual risk behaviors.
SH1.12.12	Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
SH1.12.29	Analyze techniques that are used to coerce or pressure someone to have sex.
SH1.12.31	Summarize why individuals have the right to refuse sexual contact.
SH1.12.32	Explain why it is wrong to trick, threaten, or coerce another person into having sex.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SH4.12.1	Demonstrate effective communication skills to promote sexual health and healthy relationships.
SH4.12.3	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
SH4.12.4	Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.
SH4.12.5	Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
SH7.12.3	Demonstrate practices and behaviors to improve the sexual health of oneself and others.

National Sexuality Education Standards

HR.12.CC.1	Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
HR.12.CC.2	Describe a range of ways to express affection within healthy relationships.
HR.12.AI.1	Demonstrate how to access valid information and resources to help deal with relationships.
HR.12.IC.1	Demonstrate effective strategies to avoid or end an unhealthy relationship.
HR.12.IC.2	Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.
HR.12.SM.1	Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.
PS.12.CC.1	Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.
PS.12.CC.3	Explain why using tricks, threats or coercion in relationships is wrong.
PS.12.CC.4	Explain why a person who has been raped or sexually assaulted is not at fault.
PS.12.AI.1	Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted.
PS.12.AI.2	Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.
PS.12.IC.2	Identify ways in which they could respond when someone else is being bullied or harassed.

Rationale

Theoretical Basis for Sexual Violence Prevention Lessons

The prevention of sexual violence is both a behavioral goal of FLASH in its own right, and an important strategy for preventing teen pregnancy and STDs. Sexual violence is correlated with a host of acute and chronic health problems - amplified by high rates of victimization in the United States.¹ Sexual violence is also strongly linked to teen pregnancy and STDs. Pregnant teens have higher rate of previous sexual assault, as do teens who begin having intercourse at a young age, increasing their risk of teen pregnancy and STDs.^{2,3,4,5} Moreover, young teens with much older male partners have greatly increased risk of pregnancy.^{6,7} Clearly, effective sexual violence prevention can reduce suffering and improve outcomes across many domains of health.

Sexual violence prevention programs have not been evaluated to the same extent as programs that reduce teen pregnancy and STDs. In the fields of public health and sexual violence prevention, the recommended approach to reduce sexual violence is to address "upstream" risk factors for perpetration.⁸ FLASH's sexual violence prevention lessons address the risk factors for perpetration identified by the CDC⁹ that are amenable to change through a school-based curriculum:

- Hostility towards women
- Hypermasculinity (exaggerated adherence to traits stereotypically attributed to men)
- General tolerance of sexual violence within the community
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness

Significantly, strategies to prevent victimization (e.g. how women can avoid risky situations for sexual assault) and to increase empathy for victims of sexual violence have had mixed results.⁸ These approaches were also shown to have the unintended consequence of strengthening participants' beliefs in rape myths (e.g. women are responsible for being raped).⁸ This further underscores the need to focus prevention efforts on reducing perpetration.

The CDC risk factors are specific to male-on-female violence. Importantly, research links these same risk factors to same-sex sexual harassment and sexual violence targeted at LGBT young people.¹⁰ While the majority of sexual violence is perpetrated by men against women, there is much more to be learned about the risk factors for sexual violence perpetrated by women against men, and sexual violence perpetrated against someone of the same gender.

Healthy Relationships

The goal of the *Healthy Relationships* lesson is to reduce abusive communication and behavior and replace them with healthy alternatives. Students identify healthy, unhealthy and abusive behaviors within relationships, and practice using healthy communication skills. Students also receive tips and resources for helping a friend who is experiencing dating abuse. The lesson builds social norms in favor of healthy relationships, and rejects general tolerance of abuse of violence.¹

This is the second of a four-part series of lessons which includes *Undoing Gender Stereotypes*, *Healthy Relationships*, *Coercion and Consent* and *Online Safety*. All of the lessons are designed to prevent the perpetration of sexual violence.

Materials Needed

Student Materials

- *How I Want to Be Treated by My Boyfriend or Girlfriend* (2 copies per student)
- *Real-Life Couples*
- *Healthy, Unhealthy and Warning Signs of Abuse*
(Note: Do NOT copy the *Real-Life Couples* and *Healthy, Unhealthy and Warning Signs of Abuse* handouts back to back.)
- *Effective Communication Tips*
- *Individual Homework: Thinking About Healthy Relationships*
- *Family Homework: Talking About Healthy Relationships*, available in multiple languages on the FLASH website
- *Lesson 6 Exit Ticket*

Classroom Materials

- *Lesson 6 Warm Up*
- 12 signs on 8 ½ x 11" paper to hang around the classroom, each with one of the qualities from the *How I Want to Be Treated by My Boyfriend or Girlfriend* handout
- *Volunteer Instructions: Communication Skills Demonstration* – 3 copies

Teacher Preparation

Write each of the qualities from the *How I Want to Be Treated by My Boyfriend or Girlfriend* worksheet on an 8-1/2 x 11" piece of paper and post around the classroom.

Activities

1. Warm up

Display warm up as bell work.

Prompt: List 3 characteristics of a healthy relationship.

2. Introduce the lesson

Remind students of the previous lesson and introduce today's topic.

Yesterday we learned about gender stereotypes – the kinds of expectations people have about how men and women act. Those stereotypes definitely influence the choices we make in relationships and about our sexual health. Today we are going to talk more about relationships: how to have healthy and happy relationships, how someone might recognize if they are in an unhealthy relationship, and what kinds of communication skills can help us have the relationships we want.

3. Conduct group activity

Have students complete the *How I Want To Be Treated by my Boyfriend or Girlfriend* worksheet by circling the 5 most important words that represent how they would like to be treated by a partner, and writing why their number 1 quality is most important to them.

If students ask if they can add things to the list, let them know they can add a quality, but, for the sake of this activity, they cannot choose it as their number 1 quality.

This worksheet has a list of ways you may want to be treated by a dating partner, whether current or future partner. Looking at this list, think about which ones are most important to you. Circle the five that are most important to you.

You may want to wait a couple minutes to allow students time to circle their top 5 before moving onto the next instruction.

Then, choose your top item, the one you think is the most important quality or attribute of a boyfriend or girlfriend. Write a brief explanation about it on the bottom of your worksheet. Try to be specific about why that is the most important way that you want to be treated.

Ask students to circulate around the room and write their initials on each piece of paper that has one of the top-5 qualities they selected on the worksheet, and then go stand by the paper with their number 1 quality.

You'll notice that there is a sign for each of the qualities listed on the worksheet. I'd like you to go sign your name on each of the 5 signs for the qualities you selected, and then go stand by your number 1 quality.

Lead a discussion about why students chose their number 1 quality and how that quality looks in a relationship. Conclude by discussing which quality they think is most important for *them* to show to a person they are dating.

It's always interesting for me to see all the different opinions and values in the room. Obviously this is about personal preferences and there are no right or wrong answers here. I would love to hear from some of you why you picked your number 1 quality.

- *Why did you choose respect? (or whatever a popular quality was)*
- *Did anyone else choose respect for a different reason?*
- *How can people show their dating partners that they respect them?*
- *What are some disrespectful things a boyfriend or girlfriend might do?*

Continue in this manner until all groups have shared.

Give a follow-up instruction: *Now out of all the qualities we just discussed, think about which one is most important for the way you would treat a boyfriend or girlfriend. Would that number 1 quality be the same or different? Go to that sign now, or stay put if it's the same.*

Once all students are in place, ask volunteers to share why they moved or why they stayed with the same quality.

It sounds like you all know how you would like to be treated in your relationships, which is so important. In fact, sometimes people don't know what they want, which makes it harder to have a happy and healthy relationship. People have choices about who they choose to date and it's good to know what's important to you. People also have choices about how they treat the person they are dating. I am really glad to see that so many of you are already thinking about what's important to you in that area too.

4. Students analyze scenarios

Explain that now students are going to analyze some scenarios about couples to determine if the relationships depicted have characteristics of healthy or unhealthy relationships. Distribute the *Healthy, Unhealthy and Warning Signs of Abuse* and *Real Life Couples* handouts. Make sure these handouts are NOT copied back to back. Students need to see them side by side to do the activity.

The Healthy, Unhealthy and Warning Signs of Abuse sheet describes different kinds of relationships. It has many of the qualities we have just been discussing, as well as some qualities of an unhealthy relationship. Please read it to yourself.

Allow time for students to read *Healthy, Unhealthy and Warning Signs of Abuse* to themselves.

Then invite a volunteer to read the Marcus and Lillian scenario aloud. Have students identify whether the relationship is healthy or unhealthy using the *Healthy, Unhealthy and Warning Signs of Abuse* handout. Prompt them to defend their point with examples of specific behaviors.

Now we're going to look at a couple of real-life scenarios. We can use the qualities on the Healthy, Unhealthy and Warning Signs of Abuse sheet to help us examine these relationships. The first scenario is about Marcus and Lillian.

Marcus and Lillian scenario is read aloud.

- *Do you think this is a healthy or unhealthy relationship? Why?*
- *What characteristics from your handout do you see in this relationship?*

If students simply list a quality from the handout, prompt them to describe the specific behavior from the scenario that illustrates that quality.

Cover these points for the Marcus and Lillian debrief:

- The class should identify this scenario as having several qualities of an unhealthy or abusive relationship, including:
 - trying to limit or control what the other person does
 - often being jealous
 - throwing or breaking things during a fight
- They may also see some qualities from the healthy relationship list, such as Marcus stating that he trusts Lillian and that he loves her. However, it's important to emphasize that, while Marcus may love and trust Lillian, his actions are unacceptable and are warning signs of abuse. Lillian does not deserve to be treated in this way and it may be unsafe for her to stay in the relationship at this point.

Invite a volunteer to read the Tony and Andre scenario aloud. Have students identify whether the relationship is healthy or unhealthy using the *Healthy, Unhealthy and Warning Signs of Abuse*. Prompt them to defend their point with examples of specific behaviors.

Now let's look at another relationship, between Tony and Andre.

Tony and Andre scenario is read aloud.

- *Do you think this is a healthy or unhealthy relationship? Why?*
- *What characteristics from your handout do you see in this relationship?*

If students simply list a quality from the handout, prompt them to describe the specific behavior from the scenario that illustrates that quality.

Cover these points for the Tony and Andre debrief:

- The class should identify this scenario as having several qualities from the healthy relationship list, including:
 - being supported and encouraged
 - being treated as an equal
 - being honest
- Tony and Andre have different interests, but still support one another in the things that are important to them. Neither of them feels the need to give up their individual interests or feels forced to join the interest of the other person. They are honest with each other and were able to negotiate a compromise they were both happy with.

- If students express the opinion that two men dating is never a healthy choice, it's important to point out that, although people have differing beliefs about the rightness or wrongness of gay and lesbian relationships, any two people's relationship can have healthy or unhealthy characteristics, such as those listed on the handout. Some gay and lesbian relationships are healthy and some are not, just like some heterosexual relationships are healthy and some are not. Redirect the conversation by explaining that the point of the lesson is to give students tools to evaluate the health of their *own* relationships, regardless of the genders of the people they may date or fall in love with.

Praise students again for their good work analyzing the *Real-Life Couples* scenarios. Transition into the final component of the lesson on communication skills.

5. Conduct communication skills demonstration

Distribute *How to Help a Friend* and *Effective Communication Tips* handouts.

Walk students through the steps on *How to Help a Friend*, and inform them of resources available to teens who are in a relationship that feels bad. Point out the hotline and website as a resource they can use for themselves or to help a friend.

Request 3 volunteers for a communication skills demonstration. Instruct the rest of the class to read *Effective Communication Tips* to themselves, while the 3 volunteers receive instructions from the teacher.

- Take the volunteers out to the hallway or another space where the rest of the class cannot hear or see you. Give them each a copy of *Volunteer Instructions: Communication Skills Demonstration*.
- Explain to the volunteers that they will do 3 demonstrations of asking someone out on a date. Each scenario will start the same, but the asker will be using different communication skills for each one.
- Go over the *Volunteer Instructions* with the volunteers to make sure they understand their roles and instructions for each of the demonstrations before they present them to the class. Give volunteers about a minute to discuss how they want to perform the demonstrations.
- Remind volunteers that gender is not important for this activity. Sometimes students think it's funny to change their voice or mannerisms, but other students may find it offensive. Encourage them to act like themselves, in their normal voices.

Important Notes:

- The gender of the volunteers is not important – it's fine to have all girls, all boys, or any mix of genders. If two students of the same gender will be asking each other out, stress that they should not be mocking of gay relationships. If someone is uncomfortable or unwilling to do this, they can opt out of being a volunteer and you can choose a new volunteer. Similarly, no one should act out the "girl role" or "boy role." Have the students act as themselves. These stereotypes are not helpful to this lesson and could be experienced by some classmates as harassment. If volunteers act as they genuinely would in the role of asker, the one being asked out, and the friend, the scenario will unfold as it should.
- If audience members make comments that are rooted in gender stereotypes or homophobia, refer to material covered in the previous *Gender Stereotypes* lesson and

redirect back to the communication content of this lesson.

- Your composure and matter-of-fact attitude are key to the success of this activity. Feel free to have fun and laugh with the students, as the skits will often be humorous. However, it is very important that you not collude in any way with homophobic representations during the skit.

Return to the classroom with the volunteers and explain to the rest of the class that they are about to see their classmates (use the actual names of the volunteers) perform 3 scenarios.

Have the volunteers act out “The First Attempt” (shy asker) and “The Second Attempt” (pushy asker). Instruct students to use the *Effective Communication Tips* handout to answer the following questions after they have seen both scenarios.

- What didn’t go so well in these scenarios?
- Did Person A do any of the things from your handout?
- Let’s say Person A is your friend, and you really want to help out. What advice would you give?

Then have the volunteers act out the final scenario, “The Third Attempt” (respectful asker). Instruct students to use the *Effective Communication Tips* handout to answer the following questions.

- What did Person A do well?
- Did Person A do any of the things from your handout?
- Did Person A respectfully ask a question and genuinely wait for the answer?

Close by summarizing the concepts covered.

You all did a great job today of identifying characteristics that are important to you in a relationship and thinking about what makes a relationship healthy or not. I especially appreciate everyone’s attention and enthusiasm during our last activity about communication skills, and of course a big thank you to our volunteers. You analyzed the impacts of different communication styles and you had some great suggestions for how our volunteer could have been a more effective communicator.

Having good communication skills and really knowing what you want out of a relationship will go a long way toward helping you have the healthy relationships you want in the future.

6. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed. Hand out homework and a clean copy of the *How I Want to Be Treated by my Boyfriend or Girlfriend*.

Individual Homework: Thinking About Healthy Relationships

Family Homework: Talking About Healthy Relationships, available in multiple languages on the FLASH website

7. Exit ticket

Hand out the *Lesson 6 Exit Ticket*.

Prompt: Using one or more of these tips from your *Effective Communication Tips* handout, write 1 or 2 sentences telling someone you don't want to go on a date with them. Imagine this person is someone you like as a friend, but don't want to date.

- I-statements ("I think ...", "I want ...")
- Expressing opinions ("I believe ...")
- Saying "No" firmly but respectfully
- Asking for what you want
- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities ("I can ...")

Answer: Any statements following these guidelines are acceptable

Warm Up

List 3 characteristics of a healthy relationship.

How I Want to Be Treated by My Boyfriend or Girlfriend

Instructions: Review the following list and circle the 5 ways you want to be treated in a relationship that are most important to you. You may see many qualities here that you like, but try to pick your top 5. Follow the directions at the bottom of the page after you have picked your top 5.

I want my partner to...

Treat me with respect

Communicate well

Need me

Not pressure me

Support me

Be honest with me

Treat me as an equal

Make me laugh

Encourage me

Protect me

Trust me

Love me

Looking at the 5 qualities you chose, list the number 1 (most important) way you would like to be treated by a boyfriend or girlfriend. Briefly explain why that quality is so important to you.

Number 1 Quality: _____

Explanation:

Real-Life Couples

1. Marcus and Lillian

Marcus and Lillian have been going out for about 6 months. Marcus feels like he is really in love with Lillian. She is the prettiest girl he has ever dated and she seems so smart. Marcus often feels nervous that he might lose her to another guy, since she is so pretty and smart. He doesn't think she would ever cheat on him, but he does see her talking with other guys sometimes. It makes him feel so jealous he doesn't know what to do. He told her that she needed to stop talking with those other guys, especially right in front of him! Lillian got upset with him, and they had a huge fight. As they were arguing, Marcus felt so mad that he grabbed her by the arms to get her to listen to him and then threw his cell phone across the room, smashing it to pieces. Marcus promised Lillian it would never happen again. He says it was an accident, and he didn't mean to hurt anyone. He just couldn't control himself when he was feeling so angry.

2. Tony and Andre

Tony and Andre have also been dating for about 6 months. Tony just made the varsity soccer team, after putting in many hours of practice throughout the entire summer. He excitedly calls his boyfriend Andre to tell him the news and to tell him all about the team. Andre has no interest in soccer at all, but still talks and listens throughout the entire conversation, showing Tony how excited he is for him. Andre knows how much the team means to Tony, and wants to support him. Tony invites Andre to his first game, but Andre tells him that he can't come because he has a student leadership meeting that night. Tony is disappointed, and wishes that Andre would just forget about his meeting and come to the game anyway. But, he knows that the meeting is as important to Andre as soccer is to him. Tony tells Andre that it would really mean a lot to him if he came to the game, and Andre agrees to come to the second half, after his meeting is over.

Healthy, Unhealthy and Warning Signs of Abuse

In a healthy relationship, people ...

- Treat their partners with respect and fairness
- Support and encourage each other
- Treat each other as equals
- Are honest
- Earn their partners' trust
- Have shared interests
- Also have separate interests and identities
- Try hard to have honest and clear communication
- Enjoy being with each other
- Never hurt their partners physically or sexually
- Don't pressure each other to do things they aren't comfortable with

In an unhealthy relationship, people ...

- Treat their partners disrespectfully and unfairly
- Frequently argue or fight
- Have no shared interests OR do things ONLY with each other—they have no separate friends or interests
- Pressure their partners into doing things they aren't comfortable with
- Cheat on their partners
- Don't care about their partners' feelings
- Don't enjoy spending time together

Warning signs of an abusive relationship include ...

- One person throws or breaks things during an argument
- One person tries to control the other (what they do, whom they see, what they wear)
- One person is often jealous or is overly jealous
- One person hurts the other person physically or sexually
- One person humiliates, calls names or puts the other person down
- "Crazy-making" behavior—when one person lies or changes the facts, or denies or minimizes the other person's experience. This behavior often makes abused partners feel like they are "going crazy."

How to Help a Friend

What if your friend is abusing someone?

If someone you know is the person hurting someone else, there are ways for you to help. It's your friend's responsibility to stop the abuse, but you can help too, if you feel safe.

- ▶ **Express your own emotion or reaction.**
You can say, "I don't like it when you talk to people like that" or "You're my friend. I'm surprised you'd do that."
- ▶ **Increase empathy.**
Help your friend see the impact of the actions: "What if that was your sister/ brother/ mom?" or "I hope no one ever treats you like that."
- ▶ **Make a short statement right away.**
This can be helpful to say in the moment: "Leave them alone!" or "You're being a jerk!"
- ▶ **Distract and/or separate the person.**
You can say: "Come help me real quick!" or "Let's get to class," or "Let's get out of here!"
- ▶ **Recruit someone else to help.** Get another friend or a trusted adult to help.

What if your friend is the one who's been hurt, assaulted or abused?

Here are some tips in case a friend ever comes to you.

- ▶ **Listen.**
You may not know what to say. That's OK. What's most important is to listen to your friend, and let him or her know that you are glad to listen.
- ▶ **Believe your friend.**
People rarely make up these kinds of stories. Your friend is probably telling you the truth.
- ▶ **Show that you care.**
Support your friend in whatever way is comfortable. You might say you are sorry this happened, hold hands, or offer a tissue if your friend cries. Show with your body language and your facial expression that you care.
- ▶ **Reassure your friend that it's not their fault.**
The person who committed the assault is the one responsible. It is never the victim's fault.
- ▶ **Respect your friend's privacy.**
Although lots of tough decisions need to be made, such as who to tell, when to tell, and what to do, let your friend be in control of those decisions. You can decide together on a trusted adult you can both talk to.

Where to Get Help: Love Is Respect is a national, 24-hour resource for youth. Teens can talk on the phone with someone, chat with a peer advocate online, or play games and read information on the website. Call **1-866-331-9474** or visit loveisrespect.org

Effective Communication Tips

Voice

Make sure the tone of your voice and the volume of your voice are right for what you are saying.

Intent

Know what you want if you're asking for something. What outcomes would be OK with you?

Body Language

Think about what you're saying with your body. Are your arms folded? Are you looking somewhere else? Are you turned toward the person or away? It's best when your body language is saying the same thing your words are saying.

Timing

Think about when you are going to ask for something or bring up a difficult topic. Does the other person have the time and energy to devote at that moment?

Approach

Think about how you bring something up. Are you defensive, attacking or angry?

Being Clear

Know what it is you want to say or bring up. Pay attention to word choice, tone of voice and body language

Effective communication often includes:

- I-statements ("I think ...," "I want ...")
- Expressing opinions ("I believe ...")
- Saying "No" firmly but respectfully
- Asking for what you want
- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities ("I can ...")

Volunteer Instructions: Communication Skills Demonstration

This handout is only given to the 3 students volunteering for the demonstration.

Person A: The person who asks out Person B.

Person B: The person who decides whether to go out with Person A. Likes Person A and has wanted to go out with them. But will only agree to a date if Person A asks in a clear and respectful way.

Person C: The friend of Person B. Tries to be helpful.

The Scene: All 3 scenarios begin with Person B and Person C talking.
Person A approaches them to ask out Person B.

The First Attempt

- **Person A** (the asker) is very shy. They look at the ground, speak very softly, and don't ever get to the question.
- **Person B** wants to go out on a date with Person A, but since there is never a clear or direct question, can't ever say yes. Person B leaves wondering what just happened.
- **Person C** (the friend) also seems confused and helps the friend exit gracefully.

The Second Attempt

- **Person A** (the asker) is pushy. Person A interrupts Person C (the friend) and gets in Person B's space. Person A is intent on getting what they want, is over confident, and doesn't seem concerned with what Person B wants.
- **Person B** has been wanting to go out with Person A, but is no longer interested because of the way Person A asked.
- **Person C** is offended by Person A's behavior and tries to help get the friend away.

The Third Attempt

- **Person A** (the asker) is a little nervous, but still manages to ask Person B out on a date. Person A acknowledges Person C, is polite, and respectfully joins the conversation. Person A is clear when asking the question, makes good eye contact, smiles, isn't too loud or too quiet, and clearly hopes that Person B will go out. Person A asks genuinely, and waits respectfully for the answer.
- **Person B** has been wanting to go out with Person A and gladly accepts.
- **Person C** is excited for them.

Individual Homework: Thinking About Healthy Relationships

Name: _____

Period: _____

List 3 things you might say or do if a friend was feeling scared of a boyfriend or girlfriend.

a.

b.

c.

Family Homework: Talking about Healthy Relationships

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Student: Show and explain the handout titled *How I Want to Be Treated by My Boyfriend or Girlfriend*.

Ask each other:

- Which qualities listed on the worksheet are most important to you in your dating relationships or in your marriage?
- Which qualities listed do you hope that I will have in my dating relationships or marriage?
- Are there other qualities you think are important that are not listed here? What are they?
- What is one piece of advice you would give someone about how to have a happy and healthy relationship?



Family Homework Confirmation Slip: Talking about Healthy Relationships

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

Using one or more of these tips from your *Effective Communication Tips* handout, write 1 or 2 sentences telling someone you don't want to go on a date with them. Imagine this person is someone you like as a friend, but don't want to date.

- I-statements (“I think ...”, “I want ...”)
- Expressing opinions (“I believe ...”)
- Saying “No” firmly but respectfully
- Asking for what you want
- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities (“I can ...”)

Lesson 6: Assessment Questions

1. List 3 characteristics of a healthy relationship.

2. Looking at your *Helping a Friend* handout, list one place you could contact for help if you or a friend were in an unhealthy relationship.

3. Looking at the *Healthy, Unhealthy and Warning Signs of Abuse*, explain in your own words how the “healthy relationship characteristics” are different from the unhealthy or abusive characteristics.

4. List three ways you could help a friend who is in an unhealthy or abusive relationship.

Lesson 6: Assessment Key and Standards Alignment

Question	Answer	Standard
1. List 3 characteristics of a healthy relationship.	Can include any healthy relationship characteristics from the <i>Healthy, Unhealthy and Warning Signs of Abuse</i> handout.	NSES: HR.12.CC.1 NHES: SH1.12.3
2. Looking at your <i>Helping a Friend</i> handout, list one place you could contact for help if you or a friend were in an unhealthy relationship.	Love Is Respect Phone: 1-866-331-9474 Website: loveisrespect.org	NSES: HR.12.AI.1 PS.12.AI.2
3. Looking at the <i>Healthy, Unhealthy and Warning Signs of Abuse</i> , explain in your own words how the "healthy relationship characteristics" are different from the unhealthy or abusive characteristics.	Correct answers point out that the unhealthy and/or abusive characteristics are harmful to people.	NSES: PS.12.CC.1
4. List three ways you could help a friend who is in an unhealthy or abusive relationship.	Can include any tips or strategies from <i>How to Help a Friend</i> handout.	NSES: PS.12.IC.2
Exit Ticket: Using one or more of these tips from your <i>Effective Communication Tips</i> handout, write 1-2 sentences telling someone you don't want to go on a date with them. Imagine they are a person you like as a friend, but don't want to date. <ul style="list-style-type: none"> • I-statements ("I think ...," "I want ...") • Expressing opinions ("I believe ...") • Saying NO firmly but respectfully • Asking for what you want • Initiating conversations • Expressing positive feelings • Expressing appreciation • Stating your strengths and abilities ("I can ...") 	Any statements following these guidelines are acceptable.	NSES: HR.12.IC.1 HR.12.IC.2 NHES: SH4.12.4 SH4.12.1

Integrated Learning Activities

SOCIAL STUDIES: Celebrities' Relationships

Conduct a current events activity in which students bring in stories from the news about celebrities' relationships. Analyze them together to determine if the relationship is being depicted as healthy or unhealthy. The following questions may be helpful:

- What were the clues in the article that let you know if the relationship was healthy or unhealthy?
- Do you think the article paints a realistic picture of these people's relationship? Why or why not?
- What messages do we get about relationships from the media?

LANGUAGE ARTS: Breathing Underwater

Assign the following book: Flinn, Alex. (2001). *Breathing Underwater*. New York: Harper.

Breathing Underwater is a young adult novel that examines dating violence from the perspective of the abuser, a 16-year-old boy who also happens to be abused by his father at home. Use the book as the basis for in-class discussions or writing assignments. A reading guide is available on the Harper Collins website: www.harpercollins.com.

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Coercion and Consent

Grades 9-12, Lesson 7

Summary

Students review the results of the *Sexual Attitudes Survey* from Lesson 5 in order to set social norms that do not support sexual violence. The teacher then leads a class discussion to generate definitions of sexual assault, coercion and consent, followed by a discussion about the potential problems caused by power imbalances and age differences. Students conclude by working on scenarios in small groups, determining if consent is or is not present.

Student Learning Objectives

The student will be able to ...

1. Define sexual consent and explain its implications for sexual decision making.
2. Analyze techniques that are used to coerce or pressure someone to have sex.
3. Describe potential impacts of power differences within sexual relationships.
4. Explain why it is an individual's responsibility to verify that all sexual contact is consensual.
5. Summarize why individuals have the right to refuse sexual contact.
6. Explain why it is wrong to trick, threaten, or coerce another person into having sex.

Lesson Timing

Warm up	Bell work + 2 minutes
Purpose of lesson	1 minute
Share survey results	4 minutes
Define terms	10 minutes
Review laws	5 minutes
Discuss power and age differences	5 minutes
Facilitate scenarios activity	20 minutes
Summarize	1 minute
Assign homework	
Exit ticket	2 minutes
Total	50 minutes

FLASH Key Concepts

Everyone has the right to say who touches their body and how.

It is never okay to touch someone else if they don't want you to, or to make them touch you.

There are laws about sex that everyone must follow.

Permission or agreement is required to engage in all sexual activity.

Rigid ideas about how men and women should act are harmful and limit how people can express themselves.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention.
SH1.12.1	Explain how to build and maintain healthy family and peer relationships.
SH1.12.9	Analyze the factors that protect one against engaging in sexual risk behaviors.
SH1.12.12	Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
SH1.12.13	Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.
SH1.12.29	Analyze techniques that are used to coerce or pressure someone to have sex.
SH1.12.30	Explain why it is an individual's responsibility to verify that all sexual contact is consensual.
SH1.12.31	Summarize why individuals have the right to refuse sexual contact.
SH1.12.32	Explain why it is wrong to trick, threaten, or coerce another person into having sex.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
SH2.12.3	Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships.
SH2.12.4	Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships.
SH2.12.5	Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors (e.g., alcohol and other drug use).
SH2.12.6	Analyze how laws, rules and regulations influence behaviors related to sexual health.
SH2.12.7	Analyze how school and community affect personal sexual health practices, behaviors, and relationships.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SH4.12.1	Demonstrate effective communication skills to promote sexual health and healthy relationships.
SH4.12.3	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
SH4.12.4	Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
SH5.12.7	Choose a healthy alternative when making a sexual health-related decision.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
SH7.12.1	Analyze the role of individual responsibility for sexual health.
SH7.12.3	Demonstrate practices and behaviors to improve the sexual health of oneself and others.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.
SH8.12.1	Use peer and societal norms, based on accurate health information, to formulate a health enhancing message about avoiding or reducing risky sexual behaviors.

High School FLASH, 3rd edition

SH8.12.2	Persuade and support others to avoid or reduce risky sexual behaviors.
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National Sexuality Education Standards

ID.12.SM.1	Explain how to promote safety, respect, awareness and acceptance
HR.12.CC.3	Define sexual consent and explain its implications for sexual decision making
HR.12.INF.2	Analyze factors, including alcohol and other substances, that can affect the ability to give or perceive the provision of consent to sexual activity
HR.12.AI.1	Demonstrate how to access valid information and resources to help deal with relationships
HR.12.SM.1	Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior
PS.12.CC.1	Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence
PS.12.CC.2	Analyze the laws related to bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence
PS.12.CC.3	Explain why using tricks, threats or coercion in relationships is wrong
PS.12.CC.4	Explain why a person who has been raped or sexually assaulted is not at fault
PS.12.AI.1	Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted
PS.12.AI.2	Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence
PS.12.IC.1	Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault (<i>homework</i>)
PS.12.IC.2	Identify ways in which they could respond when someone else is being bullied or harassed.
PS.12.INF.1	Describe potential impacts of power differences (e.g., age, status or position) within sexual relationships
PS.12.INF.2	Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence

Rationale

Theoretical Basis for Sexual Violence Prevention Lessons

The prevention of sexual violence is both a behavioral goal of FLASH in its own right, and an important strategy for preventing teen pregnancy and STDs. Sexual violence is correlated with a host of acute and chronic health problems - amplified by high rates of victimization in the United States.¹ Sexual violence is also strongly linked to teen pregnancy and STDs. Pregnant teens have higher rate of previous sexual assault, as do teens who begin having intercourse at a young age, increasing their risk of teen pregnancy and STDs.^{2 3 4 5} Moreover, young teens with much older male partners have greatly increased risk of pregnancy.^{6 7} Clearly, effective sexual violence prevention can reduce suffering and improve outcomes across many domains of health.

Sexual violence prevention programs have not been evaluated to the same extent as programs that reduce teen pregnancy and STDs. In the fields of public health and sexual violence prevention, the recommended approach to reduce sexual violence is to address “upstream” risk factors for perpetration.⁸ FLASH's sexual violence prevention lessons address the risk factors for perpetration identified by the CDC⁹ that are amenable to change through a school-based curriculum:

- Hostility towards women
- Hypermasculinity (exaggerated adherence to traits stereotypically attributed to men)
- General tolerance of sexual violence within the community
- Societal norms that support male superiority and sexual entitlement
- Societal norms that maintain women's inferiority and sexual submissiveness

Significantly, strategies to prevent victimization (e.g. how women can avoid risky situations for sexual assault) and to increase empathy for victims of sexual violence have had mixed results.⁸ These approaches were also shown to have the unintended consequence of strengthening participants' beliefs in rape myths (e.g. women are responsible for being raped).⁸ This further underscores the need to focus prevention efforts on reducing perpetration.

The CDC risk factors are specific to male-on-female violence. Importantly, research links these same risk factors to same-sex sexual harassment and sexual violence targeted at LGBT young people.¹⁰ While the majority of sexual violence is perpetrated by men against women, there is much more to be learned about the risk factors for sexual violence perpetrated by women against men, and sexual violence perpetrated against someone of the same gender.

Coercion and Consent

Coercion and Consent focuses on resetting societal norms that lead to perpetration of sexual violence, and on identifying and recognizing sexual assault and consent. Students gain skills in recognizing when consent is given or not given in sexual situations, and increase their understanding of the laws about consent. This lesson focuses on the following CDC risk factors for perpetration: (1) general tolerance of sexual violence within the community, and (2) societal norms that support male superiority and sexual entitlement.

This is the third of a four-part series of lessons which includes *Undoing Gender Stereotypes*, *Healthy Relationships*, *Coercion and Consent* and *Online Safety*. All of the lessons are designed to prevent the perpetration of sexual violence.

Materials Needed

Student Materials

- *Washington Laws and Resources Handout*
- *Individual Homework: Being a Resource and Finding Resources*
- *Family Homework: Talking About Sexual Violence Prevention*, available in multiple languages on the FLASH website
- *Lesson 7 Exit Ticket*

Classroom Materials

- *Lesson 7 Warm Up*
- *Coercion and Consent Scenarios*

Teacher Preparation

1. Research your state's laws and make a local handout. If you are outside Washington State, modify the *State Laws & Resources* handout for your students based on laws and programs in your area. Visit the National Sexual Violence Resource Center's webpage at: <http://www.nsvrc.org/organizations> to find contact information for your state sexual violence prevention organization. They may have a handout already created, or can assist you in making one.
2. Tally the results of the *Sexual Attitudes Survey* from the Undoing Gender Stereotypes lesson (Lesson 5). Pick 2 to 4 of the questions that students answered favorably, and in which they showed a bias that was less favorable of their peers. Display the results visually. For example, make a pie chart, a colorful poster, a graph, etc. Instructions for creating a PowerPoint presentation with pie charts of students' responses can be the Teacher Preparation for Lesson 5.
3. Make arrangements for students who feel a need to be excused. It's recommended that no students be required to participate in this lesson if they prefer not to, and that students who wish to excuse themselves not be required to provide an explanation. As an alternative, students may complete the *Individual Homework* in the library during the class session.

Activities

1. Warm up

Display warm up as bell work

Question: Why is it important for young men to work to end sexual violence? (2–3 sentences)

2. Explain purpose of lesson and set the tone

In the last two lessons, we've talked about gender stereotypes and healthy relationships. During these lessons, we discussed many of the pressures put on boys and girls about how to act as individuals and how to treat one another. We talked about how some of these gender stereotypes and expectations can lead to unhealthy relationships, and can contribute to dating violence and sexual assault. Today we're going to continue the conversation about sexual health and healthy relationships, and discuss coercion and consent. These topics are part of sexual violence prevention.

I want to acknowledge that this is a sensitive topic. Most people in this room have either experienced sexual violence or know someone who has. Let's remember that and be thoughtful of one another when talking today. Let's keep our ground rules in mind, and people should feel free to take a break if they need to or to talk to me after class.

3. Share survey results

Display the results from the *Sexual Attitudes Survey* administered at the close of Lesson 5. Review several items from the survey, noting students' responses as well as the responses they thought their peers would give. Point out any discrepancies between what students expected of their peers versus what the survey results actually show. The script provided assumes that students answered at least a few statements favorably, and that they showed a bias that was less favorable of their peers. This is likely what your results will show as well. Display only the results that follow this pattern, since the purpose of this section is to re-establish social norms that are not supportive of sexual violence.

- *Does anyone notice any patterns in the results?*
- *Is anyone surprised by these results? Would anyone be willing to share what surprised you?*
- *What do you think this survey says about you and your peers?*

What we see from these results is that most of you agreed with the statements. Most of you feel it's important to get consent and respect partners' boundaries. For example, sometimes people say, "I was so turned on I couldn't help myself," or "We've had sex before, so I know my partner's OK with it." Most of you wouldn't agree with these sorts of statements. You understand that people have the right to say no to sexual activity at any point.

I noticed that, although you agreed with the statements on the survey, you weren't as sure your peers would. In almost every case, you thought your peers would feel less strongly than you did about the issues. That's interesting, because, of course, your peers also answered the survey, and you all are thinking the same things for the most part.

This is important, because sometimes we make decisions based on what we think our peers are doing. For instance, research shows that people sometimes feel pressured to have sex because they think that's what their peers are doing, when, in fact, the majority of teens aren't having any type of sex. I am glad you all had a chance to see that your peers' feelings about sexual responsibility and sexual violence are not that different from yours.

4. Define sexual assault, coercion and consent

Begin with an open ended question about why people always have the right to refuse sexual contact. Then, lead a class discussion to generate definitions of sexual assault, coercion and consent. Summarize students' comments to create the following final definitions/statements, and be sure to address the questions listed under each one.

Why people have the right to refuse sexual contact: People have the right to refuse sexual contact because no one, under any circumstances, is required to have any type of sex if they don't want to.

Sexual assault: Coercing or forcing another person into sexual contact.

- What are some types of sexual assault?

Coercion: The use of manipulation to persuade people to do something they may not want to do, such as being sexual or performing certain sexual acts.

- What are tactics someone might use to coerce another person into doing something that person may not normally want to do?
- Why is it wrong to coerce someone into sexual activity?

Consent: Permission or agreement to engage in sexual activity.

- Why should people always make sure they have consent before engaging in sexual activity?

Could someone tell me why people always have the right to refuse sexual contact? Why don't people have to have any type of sex if they don't want to?

Good. As we work through this lesson, always remember that people have the right to refuse sexual contact, because no one, under any circumstances, is required to have any type of sex unless they want to.

What is the definition of sexual assault?

Coercing or forcing another person into sexual contact.

What are some types of sexual assault? (Make sure examples include both touching and non-touching offenses, and at the minimum include the items listed below.)

- Rape
- Incest
- Sexual harassment
- Child sexual abuse

What is coercion?

The use of manipulation to persuade people to do something they may not want to do –

such as being sexual or performing certain sexual acts.

What are tactics someone might use to coerce another person into doing something that person may not normally want to do?

Examples include:

- Manipulation
- Abusing a position of power
- Older person taking advantage of a younger person
- Alcohol and other drugs

Unlike what many people believe, sexual assault, including rape, doesn't usually involve extreme physical force or injury. Often emotional manipulation, coercion, or alcohol and other drugs are used as tools to assault.

Why is it wrong to coerce someone into sexual activity?

If someone is coerced that is not consent.

What is consent?

Permission or agreement to engage in sexual activity.

Why should people always make sure they have consent before sexual activity?

Using force or coercion to make someone have any type of sex, or having any type of sex with someone without that person's consent, is sexual assault.

5. Review sexual assault laws

Review your state laws, especially noting how consent and coercion are handled, and whether forced oral, anal and vaginal sex as well as other types of sexual activity can all be considered sexual assault. Also specifically note at what ages it is illegal for two people to have sex. In some states, there is simply an age of consent. In other states, specific age differences are spelled out. Hand out the *State Laws & Resources* handout.

Note: Adapt the script to fit your state laws.

Washington State law says: "consent" means that at the time of the act of sexual intercourse or sexual contact, there are actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact."

What does this mean? If someone forces someone else to have any type of sex, that is rape. If someone has any type of sex with a person who says no or shows they don't want to have sex, that is also rape. The law says "actual words or conduct," so consent can be verbal or nonverbal.

Consent is important. Washington State law also specifies that certain people cannot give consent. Who do you think is not legally able to consent?

Anyone who is mentally incapacitated due to alcohol or other drugs cannot give consent. Anyone who is physically helpless, unconscious or asleep cannot give consent. So, if someone has any type of sex with a person in these situations, it is also rape.

A couple of final points about consent: just because someone consents to one type of sexual activity does not mean that person has consented to other types of sexual activity. Also, just because someone has agreed to a sexual act in the past, does not mean that person will always agree to it.

Sex is also legal or illegal depending on the age of the two people having sex. Even if there is consent, sex or sexual touching is illegal if either person is under a certain age. In other words, an older person may not have any type of sex with someone who is much younger. Washington calls these laws "rape of a child." In some other states it is called "statutory rape," which basically means the same thing.

Here are the age differences in Washington State: (Read handout.)

6. Discuss power imbalance and age differences

(Note: Pay close attention to time—you will need 20 minutes to complete the Scenarios Activity. You may need to abbreviate the following discussion or skip to the small group activity if the students have had a lot of questions.)

After discussing the specific age difference in your state, lead a discussion with students about why it might be a bad idea, or why they think it is illegal, for a person to have sex with someone several years younger or older.

So, just as an example, it is illegal for a 20 year old to have any type of sex with a 15 year old. Although most people would agree that a 30 year old should not have sex with a 15 year old, sometimes people believe that when the age difference is a little closer the law may be unfair. In that situation, they ask questions such as, "What if the two people are really in love, or have been going out a long time? What if the 15 year old's parents know and approve of the relationship?" But, even in these situations, it is still illegal for several reasons. What do you think those reasons are? Why might it be a bad idea for a much older person to be in a sexual relationship with a much younger person?

Make sure discussion raises the following points, even if you have to add them yourself:

- An older person probably knows more, and can use that knowledge to influence or take advantage of a younger person.
- The younger person may assume that the older person knows more, whether or not that is true. The younger person is likely to believe what the older person says, which gives the older person a lot of opportunity to manipulate or lie to the younger person.
- The older person has access to things the younger person doesn't, such as a car, an apartment, a job, alcohol, etc. This can make the older person seem very attractive as a dating partner, and may cause the younger person to overlook serious concerns about the older person.
- Because the older person has more independence (perhaps an apartment or car, or no curfew if still living at home), it makes it easier to involve the younger person in a risky situation, such as being alone together in an apartment, being around alcohol or drugs, being out late, etc.

For all of these reasons and more, teens who have dating partners who are much older than they are more likely to get an STD,¹¹ to become pregnant, or get someone pregnant while still a teen.¹²

7. Facilitate scenarios activity

(Note: Allow 20 minutes for this activity. If you are short on time, you can choose only a few scenarios.)

Divide the class into 6 groups. Hand out a *Coercion and Consent Scenarios* worksheet to each group and assign each group 1 of the scenarios to discuss. Allow small groups to discuss for 5-6 minutes. When finished, take turns asking the small groups to read their scenario and report to the class. Debrief points for each scenario can be found in the script.

Scenario 1:

- *Naomi is highly intoxicated and therefore cannot consent. Even if her words ("uh-huh") indicate yes, the fact that she is drunk means that she cannot consent.*
- *If they were both intoxicated, neither person can legally consent to sex. Technically, it is possible that either could be charged with rape. However, the one who initiates the sexual contact or who gives the other person alcohol may be more likely to be held responsible for rape. Also, people who are intoxicated are less likely to protect themselves against STDs, including HIV, and pregnancy.*
- *Ideally, a friend would step in and help intervene. Some ways to do this include: distracting them, staying by Naomi's side, pretending they need to come help someone who is sick, telling Jackson that it's not a good idea to hook up because Naomi is drunk.*

Scenario 2:

- *Jamal really wants to have sex (he asks twice), but he is respectful when Leila communicates her boundaries (with words and later with body language).*
- *Note: Students may indicate that this appears to be a healthy relationship because Jamal and Leila have honest and clear communication.*

Scenario 3:

- *There are several cues that indicate that Elena is not consenting, including: she shrugs her shoulders when he first touches her, she "hisses" and tells him to cut it out, she tries to push him away.*

Scenario 4:

- *This scenario is similar to Scenario 3, but important details are different. In this scenario, it appears that both people are consenting. We know this due to several factors: he touches her shoulders, she grins when he first touches her, she indicates that they could be doing something else, he pulls her close, she laughs, they both giggle, they kiss.*
- *She does say "cut it out," which means no. So, it is not entirely clear what she wants because in this moment, her body language says yes, and her words say no. It would be clearer if they were to ask each other directly, "Can I kiss you?"*
- *He assumes consent in this case because her "yes" cues far outweigh her "no" cues*

Scenario 5:

- *There is consent for the kiss.*
- *There are several cues: Tyra gave a hug, Monica gave a quick kiss, Tyra asked if they could kiss again, Monica laughed and they kissed again.*
- *There is no consent to do anything further at this point, therefore Tyra should ask. She could say, "Do you want to go further?" or "What do you want to do next?" or "Can I take*

your shirt off?"

Scenario 6

- *Consent is not possible in this scenario because of the age difference and because of Ciera's position of power (she is in a supervisory position as a coach).*
- *Even if the boy wanted to have sex and consented, Washington State law says that technically he cannot consent if she is in a position of power and he is more than 5 years younger. (Note: State laws may vary. Tailor the discussion to reflect the laws in your state.)*
- *Even if the law isn't broken, Ciera is still breaking ethical rules for coaches and is risking her job.*
- *Ideally, Taylor or other students who heard these rumors would report to a trusted adult or to police. It may be very difficult to report because there may be a lot of peer pressure to stay quiet about it*

8. Summarize

Summarize the lesson and answer any questions students still have about sexual violence.

Today we discussed sexual assault, coercion and consent. It was helpful to work through some scenarios to show that we all do know what consent looks like even in different situations. This information is useful to keep us safe and also keep us from hurting other people.

9. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

Individual Homework: Being a Resource and Finding Resources

Family Homework: Talking about Sexual Violence Prevention, available in multiple languages on the FLASH website

10. Exit ticket

Hand out the *Lesson 7 Exit Ticket*.

Prompt: List 1 or 2 things someone can do to ensure there is consent for a kiss.

Possible answers:

- Ask if it is OK to kiss and wait for the other person to say yes.
- Initiate a short kiss, and wait to see if the other person initiates a second kiss.
- Read the other person's nonverbal cues. For example, a person can show consent physically by leaning in, embracing the other person or returning the kiss. Physical signs of non-consent include turning away, pushing the other person away, stiffening up and keeping arms crossed in front of the body.

Warm Up

Answer the following question in 2 or 3 sentences:

Why is it important for young men to work to end sexual violence?

with someone who is much older or younger is against the law, even when both people agree to have sex. It may also be dangerous for the younger person. These laws about age differences for a sexual relationship are the same whether people meet online or off line, and the older person is always the one who gets in trouble.

Ask students the following questions:

- *What could be interesting or appealing about dating someone older?*
- *What could be some of the risks?*

Some possible answers for these lists include:

Interesting/Appealing

- Older person knows more
- Younger person assumes the older person knows more/is smarter
- Older person has access to things younger person doesn't: money, car, apartment, job, alcohol, etc.
- Older person has more independence (a car, no curfew, etc.)
- For LGBTQ youth, the older person may be the only other LGBTQ person they know

Risks

- Could use knowledge to influence or take advantage of younger person
- Older person could manipulate younger person
- Could make older person seem attractive, younger person might overlook serious concerns about that person
- Risky situations where young person is alone in an apartment with someone, around alcohol/drugs, out late, etc.

Make sure the following points are made:

- Older people can use their experience or knowledge to influence or take advantage of a younger person.
- Older people have access to things that younger people don't, such as a car, an apartment, a job, alcohol, etc. This can make the older person seem very attractive as a dating partner, and may cause the younger person to overlook serious concerns they have about that person.
- Because the older person has more independence (perhaps an apartment or car, maybe no curfew if still living at home), a younger person is more likely to end up in risky situations with an older person than with a person of the same age. The risky situations may involve being alone in an apartment with someone, being around alcohol or drugs, being out late, etc.

5. Small groups identify online risky behaviors

Distribute the *Online Behaviors to Avoid* handout. Ask students to take turns reading the behaviors aloud, until all have been read. Next, distribute the *Communication Scenarios* worksheet and divide students into pairs or small groups. Assign each group a number from 1 to 5. Instruct students to read the scenario that corresponds with their number, discuss the scenario together, and fill in the questions at the end of their scenario, using the *Online Behaviors to Avoid* handout to assist them.

The Online Behaviors to Avoid handout lists behaviors that research has found makes people more vulnerable to being hurt sexually and hurting others sexually. You might be surprised at some of the things on this list. They may be different than what you have been taught in the past about online safety. They are based in research and are important for us

to know when we're thinking about how we treat others online and how we want others to treat us online.

Let's work in groups now to think about how this information might apply in some real life situations. I will ask you to share your answers with the class when you are done.

Use the *Communication Scenarios Key* to debrief the activity, asking each group to state their responses to the questions from their scenario. Write groups' suggestions for "safer choices" on the board, to create a list of safer options for the entire class.

Make sure the list on the board includes:

- Do not ask people for nude pictures, and, if you are sent a nude picture, delete it right away and do not show or send it to others.
- If you are going to meet someone in person who you met online, meet in a public place with other people present, and never meet just to have sex.
- Do not talk about sex with people you don't know online.
- Only send pictures and videos you would be OK with sharing with others.

Close with a summary of the main points of the lesson.

We talked today about how online communication can be fun and convenient, especially over social media. There are lots of benefits to online communication, and there are risks, too. There are also certain behaviors that can increase your risk online, making it easier for you to hurt others or be hurt. This makes it important to think about how we want to treat others online and via text. We worked with scenarios to figure out some good ways to not hurt other people, online or in real life, and figured out small changes we can make to keep ourselves safer online.

You all have lots of knowledge about social media and online communication, and I appreciate you sharing your knowledge today. I hope that we can use the skills we learned in this lesson to help keep our online communication the most positive it can be.

6. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed. In order to complete the *Family Homework* students will take home 2 pages.

Individual Homework: Digital Communication & Safety

Family Homework: Online Safety AND Handout for Parents and Guardians: Online Safety, available in multiple languages on the FLASH website

7. Exit ticket

Hand out the *Lesson 8 Exit Ticket*.

Prompt: What is one thing you can do when communicating online or by text to make sure you are keeping yourself and others safe?

Possible answers:

- Do not ask people for nude pictures.
- If you are sent a nude picture, delete it right away and do not show or send it to others.
- Don't agree to meet people you don't know in real life.
- Don't agree to meet people you don't know in real life just to have sex.
- If you are going to meet someone in person whom you met online, meet in a public place with other people present.
- Do not talk about sex with people you don't know online.
- Only send pictures and videos you would be OK with sharing with others.
- Don't make rude or nasty comments to other people.
- Don't communicate with people who are much older or younger than you about sex.
- Don't use file sharing or free download programs.
- Don't look at pornography.

Warm Up

The following tips are about risky behaviors that should be avoided when talking with others online or over text. Choose the one you think is most important and write 1 or 2 sentences about why you agree with it.

1. Avoid using the Internet to make rude or nasty comments to other people.
2. Avoid communicating online with people who are older or younger (more than a couple years) about sex.
3. It is best to not ask anyone to send you nude pictures or videos.
4. Meeting people in real life who you met online can be risky, especially if the person is older.
5. Looking at pornography online can be a bad idea, especially for teens. There are sometimes extreme and disturbing things that can't be "unseen."

Online Behaviors to Avoid

The truth is that sexual assault and sexual harassment are never the victim's fault. Research does show, however, that certain online behaviors put young people at a greater risk of being approached by people who want to hurt them. These behaviors can also make it easier to hurt others sexually.

1. Avoid using the Internet to make rude or nasty comments to other people, or joining in against your better judgment when friends are harassing others online. Even if it feels harmless at the time, it can spread quickly and endanger other people. Think before you post.
2. Avoid communicating about sex online with people who are more than a couple years older or younger than you. Also avoid visiting porn sites and creating sexy-sounding screen names for yourself. All of these behaviors can put you at risk. It is illegal for older people to talk with young people about sex online, even if it seems fun, harmless or romantic.
3. It is best to not ask for anyone to send you nude pictures or videos, and, if you are sent these kinds of pictures, delete them right away and never share them with anyone. Nude pictures can get you in trouble with the law, and photos of people under age 18 may be considered child pornography.
4. Meeting people in real life who you met online can be risky, especially if the person is older. You may think you know them well, but they may fool you. If you do choose to meet, it is safer to meet in a public place, and go with a friend. Make sure you have your cell phone and an exit plan. It is also a good idea to tell your parent or a trusted adult about the meeting.
5. Free downloads and file-sharing can put unwanted pornography on your computer or phone that can be hard to get rid of. Any pornography that shows children or teens under age 18 is illegal and can get you in big trouble. It is also important to be careful what you look at online, even for a laugh. There are extreme and disturbing things that can't be "unseen."

Adapted from Crimes Against Children Research Center's "Internet Tips for Teens"
http://www.unh.edu/ccrc/internet-crimes/safety_ed.html.

Communication Scenarios

1. Jaz and Joey are both 15 and have been dating for 2 months. They like being flirty with each other over text. The other night while they were texting things got heated and they sent some very sexy messages to each other. Joey asked for a picture, and Jaz sent a picture of herself without a shirt on. A few weeks later Jaz broke up with Joey because she met a new guy that she liked. Joey was angry and sent some of Jaz's texts and the picture to his friends with some rude comments about her. He also decided to send them to Jaz's new boyfriend.

What did Joey do that hurt Jaz?

What are two things Joey could have done (or not done) to prevent hurting Jaz?

2. Sashi is worried about her best friend Jenna's relationship. So far Jenna and her boyfriend Trevor have only met online and their communication includes sexting and sending sexy photos. However, they are planning on meeting on Friday for dinner and then staying over at a motel. Jenna says that Trevor is so romantic and really understands her, and he's even sent flowers to her at school. But Sashi thinks it's weird that Trevor is 22 and is interested in a high school sophomore. Plus, Jenna is keeping her relationship secret from her parents and wants Sashi to lie and say that Jenna is spending the night at Sashi's house.

What could Sashi do to help her friend?

What is Trevor doing that is wrong?

Even if Jenna knows it's not a good idea, what should she do to help remain safe in this situation?

3. Louisa's friend Veronica sent her a link a few weeks ago to a porn site. Louisa opened the link when she was at her dad's house, because she knew he wouldn't keep track of what sites she visits. She hadn't ever been to a porn site before, and looked at it for only a few minutes until she closed the screen in embarrassment. A few weeks later, Louisa was thinking about the site again, and opened the link. She explored the site, looking at pictures and videos, and noticed that there was an option to chat within the site. She signed up for a screen name, "SexxyChick17" and started chatting with people about a video she thought was really hot. A few people saw her profile picture and said she should post a video of herself on the site.

What are some of the unsafe online behaviors that are happening?

What could Louisa do to decrease risk in this situation?

4. Manuel is still friends with a few people from his old middle school, even though he goes to a different high school than they do. One of his friends, Bob, isn't very popular. Manuel is online and sees that his other friends from his old school have posted comments on Bob's page saying that he has a girl's chest and taunting him. They also posted a video they made of Bob changing in the locker room. Manuel thinks it's kind of funny, and before thinking about it, shares the video on his page and types a mean comment about Bob.

What did Manuel do that could be hurtful to Bob?

Afterward, Manuel thinks about what he did and regrets it. What could Manuel do then?

Communication Scenarios Key

1. Jaz and Joey are both 15 and have been dating for 2 months. They like being flirty with each other over text. The other night while they were texting things got heated and they sent some very sexy messages to each other. Joey asked for a picture, and Jaz sent a picture of herself without a shirt on. A few weeks later Jaz broke up with Joey because she met a new guy that she liked. Joey was angry and sent some of Jaz's texts and the picture to his friends with some rude comments about her. He also decided to send them to Jaz's new boyfriend.

What did Joey do that hurt Jaz?

- Shared texts and picture
- Made rude comments about her
- Sent the texts and picture to Jaz's new boyfriend (If students blame Jaz for sending a photo, reframe that Joey is the only one to blame for sharing Jaz's photo.)

What are two things Joey could have done (or not done) to prevent hurting Jaz?

- Not asked for a photo
- Deleted the photo
- Not shared their communication

2. Sashi is worried about her best friend Jenna's relationship. So far Jenna and her boyfriend Trevor have only met online and their communication includes sexting and sending sexy photos. However, they are planning on meeting on Friday for dinner and then staying over at a motel. Jenna says that Trevor is so romantic and really understands her, and he's even sent flowers to her at school. But Sashi thinks it's weird that Trevor is 22 and is interested in a high school sophomore. Plus, Jenna is keeping her relationship secret from her parents and wants Sashi to lie and say that Jenna is spending the night at Sashi's house.

What could Sashi do to help her friend?

- Encourage Sashi to tell her parents about the relationship;
- Refuse to lie for Sashi
- Tell a trusted adult about her concerns
- Ask an adult for help

What is Trevor doing that is wrong?

- Being in a relationship with someone so much younger
- Communicating about sex with Jenna
- Asking Jenna to go to a motel

Even if Jenna knows it's not a good idea, what should she do to help remain safe in this situation?

- Tell her parents about the relationship
- Meet in a public place and bring a friend
- Make a plan with friends to get out of the situation in case things don't go well with Trevor
- Make a plan to keep in touch with friends in case things don't go well with Trevor

3. Louisa's friend Veronica sent her a link a few weeks ago to a porn site. Louisa opened the link when she was at her dad's house, because she knew he wouldn't keep track of what sites she visits. She hadn't ever been to a porn site before, and looked at it for only a few minutes until she closed the screen in embarrassment. A few weeks later, Louisa was thinking about the site again, and opened the link. She explored the site, looking at pictures and videos, and noticed that there was an option to chat within the site. She signed up for a screen name, "SexxyChick17" and started chatting with people about a video she thought was really hot. A few people saw her profile picture and said she should post a video of herself on the site.

What are some of the unsafe online behaviors that are happening?

- Louisa is talking about sex online and using a sexy-sounding screen name
- Other people are asking her to post a video

What could Louisa do to decrease risk in this situation?

- Not use the chat option on the site
- Not post a video
- Not download any videos
- Change her screen name

4. Manuel is still friends with a few people from his old middle school, even though he goes to a different high school than they do. One of his friends, Bob, isn't very popular. Manuel is online and sees that his other friends from his old school have posted comments on Bob's page saying that he has a girl's chest and taunting him. They also posted a video they made of Bob changing in the locker room. Manuel thinks it's kind of funny, and before thinking about it, shares the video on his page and types a mean comment about Bob.

What did Manuel do that could be hurtful to Bob?

- Making mean comments about Bob
- Sharing the video on his page

Afterward, Manuel thinks about what he did and regrets it. What could Manuel do then?

- Apologize to Bob
- Take the video and comments off his page
- Encourage his friends to take the video down
- Apologize to Bob on the site (publicly)

Individual Homework: Online Communication and Safety

Name: _____

Period: _____

1. List 2 new things that you've learned from this lesson that you can do to keep yourself from sexually hurting others.

2. List 2 examples of when you should get help from a parent/guardian or trusted adult for things that could happen online.

Family Homework: Talking about Online Safety

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
 - What you discuss will not be shared with anyone else, unless you give one another permission to share it.
 - When it is your turn to listen, try to understand the other person's response.
1. Both read the *Handout for Parents and Guardians: Online Safety*.
 2. Discuss the things you already do to keep yourself safe online.
 3. Tell your parent/guardian what you've learned from this lesson about how to keep yourself safe online.
 4. Discuss how the parent/guardian can help you stay safe online.



Family Homework Confirmation Slip: Talking about Online Safety

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Handout for Parents and Guardians: Online Safety

High School FLASH Lesson 8 discusses online technology in relation to safety.

For you to be familiar with what your child has learned, here is a list of behaviors that were covered in class. These are behaviors that could increase your child's risk for harassment or sexual exploitation:

- visiting x-rated sites on purpose
- interacting online with people they don't know in real life
- using cell phones or the Internet to harass or make rude/nasty comments to others
- using file-sharing programs to download files (videos, music, etc)

The way to decrease these risks isn't to stop using technology. Instead, we need to increase family awareness and communication. Developmentally, it's normal for teens to be interested in romance, adventure, sex and independence.¹ But teens need support from adults in their lives as they explore these interests. Without support and supervision from their parents and guardians, they may be at increased risk for exploitation online.

So how can adults help decrease risk? Here are some ideas:

- If you have access to a computer, use social networking sites *with* your teens. They can help teach you how to set up an account, and you can be their "friend" on the site. Social networking sites can be a fun way to communicate with each other!
- If you can, be open to talking about subjects such as sex and relationships, bullying and sexual orientation. If you are a safe person to talk to, your teen is less likely to seek out support from other potentially unsafe sources.
- Create a family Internet & technology use contract together. By working together, you will create opportunities for positive growth and communication for your teen.

Sample family contract: <http://www.safekids.com/family-contract-for-online-safety/>

¹ 2008. Wolak J, Finkelhor D, Mitchell K, et al. "Online 'predators' and their victims: Myths, realities and implications for prevention and treatment." *American Psychologist*. 63

Exit Ticket

What is one thing you can do when communicating online or by text to make sure you are keeping yourself and others safe?

Lesson 8: Assessment Questions

1. Communicating with friends online or by text is different than talking in person. There are ways that it is helpful, and ways that it can cause problems. List one way it's helpful, and one way it can cause problems.

2. List at least one thing that could be risky about dating someone who is older than you.

3. When people take sexy pictures and post or text them, they are usually just trying to have fun. Unfortunately, sometimes these pictures can cause real problems for the person who sent them and the people who receive them. What is at least one problem they can cause?

Lesson 8: Assessment Key and Standards Alignment

Question	Answer	Standards
1. Communicating with friends online or by text is different than talking in person. There are ways that it is helpful, and ways that it can cause problems. List one way it's helpful, and one way it can cause problems.	<p><i>Helpful:</i></p> <ul style="list-style-type: none"> • Privacy • Anonymity • Fewer inhibitions • Meet new people • Easily ignore people • Freedom to say whatever you want • Stay connected with friends and family • Learn new information • Share information quickly and easily <p><i>Possible problems:</i></p> <ul style="list-style-type: none"> • Can't control forwarding or reposting of personal information or pictures • Misunderstandings in communication • Rumors spread quickly • Information that has been posted can often be retrieved even after deleting it • Private conversations can be shared • End up at sites you don't want to be at • Get hit on by people you're not interested in • Bullying/harassment is easier and more public • You might find yourself in uncomfortable situations • Nude photos can be shared without permission 	<p>NSES: HR.12.CC.4</p> <p>NHES: SH2.12.8</p>
2. List at least one thing that could be risky about dating someone who is older than you.	<ul style="list-style-type: none"> • Older person can influence or take advantage of a younger person. • Older person could manipulate younger person. • The younger person may overlook serious concerns because the older person has access to things such as a car, an apartment, a job, alcohol, etc. • Because the older person has more independence, a younger person is more likely to end up in risky situation. • The younger person is more likely to be put in risky situations, such as being alone in an apartment with someone, being around alcohol or drugs, being out late, etc. 	<p>NSES: PS.12.INF.1 PR.12.INF.1</p>

High School FLASH, 3rd edition

<p>3. When people take sexy pictures and post or text them, they are usually just trying to have fun. Unfortunately, sometimes these pictures can cause real problems for the person who sent them and the people who receive them. What is at least one problem they can cause?</p>	<ul style="list-style-type: none"> • If the person is under age 18, the pictures can be considered child pornography, which is illegal. • Pictures can be sent to others without the original person's permission. • Pictures can be seen by parents, teachers, employers, etc. • The person who posted the picture could receive unwanted sexual attention. 	<p>NHES: SH1.12.6</p>
<p>Family Homework</p>		<p>NSES: PS.12.IC.1</p>
<p>Exit Ticket: What is one thing you can do when communicating online or by text to make sure you are keeping yourself and others safe?</p>	<ul style="list-style-type: none"> • Do not ask people for nude pictures. • If you are sent a nude picture, delete it right away and do not show or send it to others. • Don't agree to meet people you don't know in real life. • Don't agree to meet people you don't know in real life just to have sex. • If you are going to meet someone in person whom you met online, meet in a public place with other people present. • Do not talk about sex with people you don't know online. • Only send pictures and videos you would be OK with sharing with others. • Don't make rude or nasty comments to other people. • Don't communicate with people who are much older or younger than you about sex. • Don't use file sharing or free download programs. • Don't look at pornography. 	<p>NSES: ID.12.SM.1 HR.12.SM.2</p> <p>NHES: SH7.12.2. SH7.12.3</p>

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